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ABSTRACT

In January 1981, a committee at Des Moines Area Community College (DMACC) began work to design a system to deliver non-group instruction to homes, businesses, and other off-campus sites. The committee first established criteria for the program to ensure that the Extended Learning System (ELS) would be compatible with and complementary to other college services. Next, interviews were conducted with DMACC staff, local business representatives, and prospective and current students to determine the problems and needs that could be addressed by formal ELS to expand DMACC's existing telecourse program. Based on the needs analysis and information gathered from other schools with ELS programs, objectives for the new ELS were established and an expanded program designed. This design incorporates a curricular component which covers course selection and scheduling and the evaluation of course offerings, future offerings, and system effectiveness; and an administrative component which promotes the curriculum, provides for faculty, recruits and enrolls students, and coordinates activities. The committee established a timetable for the implementation of ELS components including an extended learning center, promotion, expanded cable coverage, on-campus ELS, correspondence and radio courses, and computer assistance. In addition, the committee analyzed the potential costs and benefits of the ELS and prepared recommendations. Appendices present results of the planning session, executive review, and needs analyses. (AYC)

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The Design of an Extended Learning System for the Des Moines Area Community College

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JC820089

A report to

Carroll Bennett

Vice President, Instruction

January, 1982

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PREFACE AND ACKNOWLEDGMENTS

A most exciting aspect of education during the remainder of this century will be the application of technology to the delivery of instructional services. The Des Moines Area Community College is in an enviable position; we have many community resources to aid our delivery of services. We have the will to serve a segment of our community - the non-congregate, distant learners - which has heretofore received only very limited service. And now we have a formal plan for effecting new and expanded services for extended learning.

This report marks the formal, institution-wide recognition of extended learning services at DMACC. The report documents the refinement of the problem of how the college should proceed with the application of extended learning. It documents the analysis of the extended learning needs unique to DMACC and the resultant system design. Finally, after the system was designed, a plan was developed for implementing/expanding the system. Pertinent costs for the implementation and operation of the system were projected, as well as the tangible and intangible benefits of such a system.

The most important aspect of this project effort is that, with the implementation of this new instructional technology, the Des Moines Area Community College will be better able to offer instructional services to its constituency and to better insure that its students successfully accomplish their college goals.

A large number of people contributed to the success of this project. Their contributions deserve recognition: Carroll Bennett, for initiating the effort and providing continuous support to the project staff; the faculty and staffs of all divisions of the college for their sincere and willing input, especially those persons who were formally interviewed; the students, prospective distance learners, and area business people who were interviewed; the staff of the Word Processing Center, the college copy service, and the Media Services staff; and finally the project staff - Nick Bellizzi, Lois Campbell, Eldon Walton, and Joanne Westergard, who unselfishly and professionally spent many hours in the day-to-day activities of the project and in preparing this report.

Maurice Mitchell
Tom Nelson
Project Co-chairpersons
December 1981

TABLE OF CONTENTS

		Pages
Preface and Acknowledgments		
Section I.	Introduction	1 - 4
Section II.	Planning Session	5 & 6
Section III.	Needs Analysis	7 - 16
Section IV.	System Design	17 - 28
Figures:	Extended Learning System	23
	Curriculum Subsystem	24
	Curriculum Pool	25
	Process for Delivering Curriculum	26
	Process for Updating Curriculum	27
	Administrative Subsystem Organization	28
Section V.	Implementation	29 - 33
Figures:	Implementation Matrix	32
	Extended Learning Task Force Recommendations	33
Section VI.	Cost and Benefit Analysis	34 - 41
Figures:	ELC Growth Projections	38
	Expense Table	39
	Income Table	40
	Dollar Return on Investment	41
Section VII.	Recommendations	42 & 43
Section VIII.	Summary	44 - 46

APPENDIXES

Appendix A: Planning Session

Appendix B: Executive Review

Appendix C: Needs Analysis Interviews

SECTION I. INTRODUCTION

The Future

The most exciting aspect of education for the next three generations will be mediated instruction and how each college faces the challenge. The Des Moines Area Community College is in the most enviable position of any college in Iowa. We have intimate benefits of the Iowa Public Broadcasting Network, and the growth potential of Heritage Cable Television System.

The demographics, the past, the traditional modes of education are against us. The survivors will be innovators--not laggards. DMACC will survive with mediated instruction or not. The question is how well.

In the 80's, society's motivation is no longer competition--it is advancement and convenience. For the past five years, the concept of the "global village" has been a myth. History is a tremendous teacher. Growing numbers of people are opposed to increases (or continuation) of present taxes. People no longer have any faith in government. Citizens are willing to vacate the concepts of "one for all." It is very evident that the citizens of Iowa (and other states) are placing this belief in themselves. For example:

* For the first time in the history of the nation, the largest corporate stock growth areas have become family advertised fast food places and (ironically) the communication stock and (coincidentally) corporations that have personal protection devices.

* There is a feeling among the population that fire and police protection, plus many aspects of education, are excesses. According to the latest Gallup polls, citizens are willing to forego services that many have previously believed were essential.

* People are becoming more and more disenchanted with traditional forms of government. This is evidenced by the low voter turn out across the nation for the past ten years. Politicians have lost the trust of the public.

* There is a growing distrust of the media. Along with distrust of national, state, and local officials, people seldom believe what is beyond their own perceptions--the media becomes the scapegoat. The backbone of democracy is no longer sacred.

* As the population gets older, it also becomes more conservative, and less idealistic. The liberal arts philosophy of "The truth (substitute education) shall set ye free" is no longer in force. Those of us who are products of the sixties must re-evaluate our thinking if we are to reflect what society deems important in the future. In short, times change and so must education.

* The home is becoming more and more important. The old saying "the more things change, the more they stay the same" is becoming more important to the discovery of the future. This is evidenced by the increase in hand gun sales, home fire protection devices, and "do it yourself kits." In short, the trend appears to be more and more "let me do it myself" and "my temple is my home."

There is ample evidence to show that home TV dishes, pay TV, and home entertainment devices will have a tremendous impact on the American illusion of sharing. Thus we enter the 80's with doubt and mistrust. We tend to believe the worth of every person. We draw closer and closer to the family unit. In short, the evidence of history and of our heritage show a drawing within.

Thus, the 80's, 90's, and perhaps the 21st century, will become a positive force for those of us in education that have the foresight to see the value of "learn at home" education. We will, and we must, seek alternate ways to deliver education. Today we are worried about TV instruction in a very small way.

The future of education is in the ability to foresee change and the ability to cope with those changes. Anyone that doesn't believe that the American public has changed doesn't pay attention to what is happening. In short, the future is ours if we have the foresight to grasp it. A review of the comments contained in this paper should confirm the above. People have become more selfish in their demands, and more and more cynical in their comments. Right or wrong makes no difference. Each of us perceives our world in selfish terms. Thus, we no longer are one; we are separate. We must understand this phenomena. We have to see, hear, and feel what the other person is seeing, hearing, feeling, and saying. We must also understand that the world is changing, and we should change with it. The more we recognize the changes (objectively), the more we can change to meet what is necessary.

Mediated instruction gives DMACC the flexibility to cope with change and also alleviate the fears of traditionalists.

Extending Learning at DMACC

DMACC presently offers two different extended learning modes:

* Telenet
* Television

Telenet work courses started in 1978 and were delivered in Carroll. The first courses were economics and advertising. Those were followed with Business Law I, II, and III, and Music Appreciation that expanded the telenet work to Boone. (Note: All courses have been A/S courses.) Although telenet work has potential for some extended learners, the delivery system only allows point to point delivery, thus disenfranchising many potential students. Many opportunities for telenet have not been explored. For example, telenet could expand to more locations—not necessarily to cities and towns but to nursing homes, libraries, businesses, etc.

The two most serious problems with telenet in the past have been money and commitment. No single person has had the time to fully develop the potential of telenet. Thus, telenet has been operating on a random basis with no push to expand. The recent budget problems have forced a cut back in telenet delivery. Lack of funds has forced the operation of telenet with less than ideal equipment. In summary, telenet has potential but needs internal commitment in both personnel and funding to make it a more viable alternate delivery system.

For the past three years, DMACC has been one of the more active colleges in the state with regards to television courses to the extended learner. During the period, approximately 30 courses have been offered, with about 1000 students.

There have been problems--some external, some internal. Internal problems have included registration and class lists, books orders and delivery, course numbering, faculty acceptance, facilitator reimbursement, and promotion.

Although the college is represented in the state-wide media task force that has input for course selection, the actual courses selected are out of the hands of local management. Thus, the courses and the times those courses are offered are out of DMACC's control. The future in cable can eliminate some of these problems.

IPBN's service and consistency has improved during the past year, but there is no evidence that technical problems or human error will be diminished.

Initiation of the Project

In September, 1980, Carroll Bennett asked for recommendations on how to proceed with the planning process for systematizing the delivery of mediated instruction to homes and businesses; of particular interest was providing convenience to non-congregates. He asked Tom Nelson, coordinator of the Arts and Sciences telecourses operations, and Maurice Mitchell, who had managed the computer based education project* to present some preliminary recommendations to the Educational Deans for consideration.

The preliminary recommendations were refined by the Educational Deans. The application transfer team (ATT) methodology was chosen for guiding the project activities. Preliminary definitions of the project outcomes, scope, and design guidelines were drafted and the duration of the project was set from January 20, 1981 to June 30, 1981.

Named to the team were Nelson and Mitchell as co-chairs. They were joined by Nick Bellizzi, Adult & Continuing Education; Lois Campbell, Communications and Humanities; Brad Osgood, Criminal Justice; Eldon Walton, Media Services; and Joanne Westergard, Health Care Administration.

Goal of the Project

The project formally began on January 20, 1981, with one major purpose. That goal was to file a report with Carroll Bennett, Vice President of Instruction which:

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* The computer based education project was a system design and planning project which employed the application transfer team (ATT) methodology for a very similar type problem as delivering extended learning.

* reflected our investigation of DMACC extended learning needs,
* presented an extended learning system design which reflected these needs,
* contained a plan for implementing the extended learning system, and
* presented justification for the costs incurred in implementing the proposed extended learning system.

This report document fulfills that goal. The balance of the report will be organized in essentially the same manner as the activities of the project.

Plan of the Report

Section II describes the Application Transfer Team (ATT) planning session and its result. The collection and analysis of needs information is presented in Section III. Section IV describes the architecture of the extended learning system which we recommend be adopted. Section IV also includes a description and definition of the initial modules of the system. Section V details the recommended plan for implementing the system. Costs and benefits of the proposed system are presented and discussed in Section VI. Section VII contains the recommendations of the project team. A summary of the project activities, findings, and recommendations is presented in Section VIII.

The following details the activities of the project staff and the recommendations of the study team of the DMACC Instructional Personnel.

Executive Review

When the formal information gathering, system design, and implementation plan activities were completed, an executive review was held for Carroll Bennett where a preliminary, oral version of this final report was presented. Copies of the agenda, those attending, and handouts and facsimiles of the overhead transparencies are contained in Appendix B.

SECTION II. PLANNING SESSION

The first formal project activity in the development of an extended learning system for the Des Moines Area Community College was a half-day planning session which was held on the afternoon of January 20, 1981. The session dealt with three issues: the refinement of the areas of emphasis for the study; the refinement of the preliminary objectives and guidelines for the extended learning system; and the identification and solution of the logistical problems in executing the project activities. The documentation of the results and correspondence for the session are included in Appendix A.

In preparation for the planning session, the scope of the project, areas of emphasis, and design criteria for the proposed system were drafted. During the planning session they were refined.

Scope

The scope of the project was declared to be: TO DESIGN A SYSTEM TO DELIVER NON-CONGREGATE INSTRUCTION TO REMOTE SITES: HOMES, BUSINESSES AND SO FORTH.

Areas of Emphasis

To further delineate the task, the following areas of emphasis were defined:

* Non-traditional students,
* Curriculum,
* Telecourses,
* Correspondence courses,
* Radio/Audio courses, and
* other delivery technologies.

Design Criteria

A number of design criteria were specified to insure that the extended learning system would be compatible and complementary with other facets of the college. It was the desire of those at the planning session that certain of the college's services and other features be accessible from the extended learning system and that the system have certain characteristics. The refined designed criteria were that:

* the extended learning system should complement existing college efforts;
* every effort be made to define the most applicable technologies for delivering extended instruction;
* a general course structure (what a course looks like) to be defined;
* the roles of the following people be defined--
  - student,
  - instructor, and
  - author;
* the administration portion of the system be clearly and comprehensively defined;
* the student support services (registration and counseling) portion of the system be defined;
* a plan for marketing extended learning services to the community be developed;

* the responsibility for supply of instructional delivery equipment (i.e. college, student, student's employer) be clearly defined;
* the courses and instruction employed in the extended learning system would be used in the on-campus instruction as well; and
* policies and procedures regarding the geographical boundaries of services be recommended:

When these "blueprints" (the scope, areas of emphasis, and design criteria) for the project were completed, the logistical issue of project schedule was addressed. Friday, May 8, 1981 was chosen for the final executive review. This was later revised to Oct. 7, 1981. Since much of the detail work on the project was to be performed by Tom Nelson and Maurice Mitchell, with the other members of the Task Force as a steering body, a tentative schedule of full Task Force meetings was adopted.

The final topic considered at the planning session concerned the needs analysis interviews. Both the sources of needs information and the sources of expertise were discussed. Sources of need were determined to be:

* Businesses in our area,
* Cable TV subscribers, and
* Non-traditional students (those who have job responsibilities, or wish to try a college course in private, or may be homebound.)

Some sources of expertise were expected to be:

* our faculty,
* the literature,
* technology vendors, and
* other institutions who currently operate successful extended learning systems.

SECTION III. NEEDS ANALYSIS

Organization

The Des Moines Area Community College is a multi-campus institution serving an eleven county area in Central Iowa. There are three major instructional divisions providing courses at four campuses and at over a hundred other sites.

Mission of the Instructional Division

The goal of the Des Moines Area Community College is to provide an education to a broad base of society to meet a variety of needs. Specifically, the various divisions have the following goals:

* Career Education - To provide the vocational and technical education necessary for individuals who wish to enter the labor force and obtain productive employment.

* Arts & Sciences - To provide programs of study for the first two years of a college degree and to provide various programs in various paraprofessional areas such as Law and Human Services.

* Adult & Continuing Education - To provide educational opportunities to individuals already employed who want to upgrade their training or receive training in other areas. Also, the division offers programs in high school completion and personal enrichment.

A variety of problems or needs, which an extended learning system should remedy or service, stand in the way of meeting these goals. The remediation of these problems and needs should enhance the ability of each of the divisions to meet its goals.

Chief among the problems faced by prospective students is meeting the constraints placed on them by the central location, congregate form of regular college instructional delivery. A growing body of prospective students want, even demand, a college experience on their terms--at the location of their choice, and at a time of their choice. The above notes one fundamental problem in meeting the mission of the Instructional Division. Other needs surface as one contemplates and investigates the meeting of that fundamental need.

Current Situation

DMACC presently offers two different extending learning modes:

* Telenet
* Television

Telenet

Telenet courses started in 1978 and were delivered to Carroll. The first courses were Economics and Advertising. Those were followed with Business Law I, II, and III, and Music Appreciation that expanded the telenet work to Boone. All courses have been A/S courses.

Although telenet work has potential for some extended learners, the delivery system only allows point to point delivery, thus disenfranchising many potential students. Many opportunities for Telenet have not been explored. For example, telenet could expand to more locations--not necessarily to cities and towns but to nursing homes, libraries, and businesses.

The two most serious problems with telenet in the past have been money and commitment. No single person has had the time to fully develop the potential of telenet. Thus, telenet has been operating on a random basis, with no push to expand. Lack of funds has forced the operation of telenet with less than ideal equipment. The recent budget problems have forced a cut back in telenet delivery. In summary, telenet has potential but needs internal commitment in both personnel and funding to make it a more viable alternate delivery system.

Telecourses

For the past three years, DMACC has been one of the more active colleges in the state with regards to television courses to the extended learner. During that period, approximately 30 courses have been offered to about 1000 students.

There have been problems--some external, some internal.

* After some initial registration problems, (such as confusion in the registrar's office, procedures that were intimidating to non-traditional students, tuition payment methods, etc.) the college has adopted several procedures to simplify registration. Television students may now register by mail, telephone, or walk-in. Mail-in and phone-in forms have been simplified, and the new mail tuition billing system has almost eliminated payment confusion.

  An Arts and Science secretary registered about 50 percent of the phone-in registrations. Recent cut backs will force a re-evaluation of the phone-in procedures.

* Class lists have been and continue to be a problem. Computer print outs are 99 percent accurate, but the one percent error still causes problems. Some students, for one reason or another, simply fall through the cracks. It's a problem that will undoubtedly continue to occur. Class lists are hand delivered to facilitators about twice a week until the course has been in progress for two weeks.

* Book ordering procedures have not changed during the past three years, but close monitoring has eliminated most problems. Students that register by mail send a check directly to the bookstore requesting the books for a particular course. Phone-in registrants are personally informed about book buying procedures. Students on class lists are sent confirmation letters, informing them about the course, broadcast times, instructor's name, and book ordering information as a back up.

The bookstore has been most cooperative about mailing books to students. The book problem now is basically solved--if the above procedures are correctly followed.

* Most television courses are offered for liberal arts elective credit. In the opinion of some, the courses do not meet core requirements. The problems encountered with non-core courses hamper extended learning efforts beyond the obvious enrollment loss. There are multiple arguments pro and con about the core problem, and the resolution is not in sight. Some internal politics and lobbying will hopefully ease this perpetual bete noire.

* From almost 90 percent disapproval from the faculty, it is estimated that presently more than one-half have changed their attitudes. But belief in television as a valid, educational delivery system is slowly diffusing throughout the faculty. There is no reason to believe that the gradual acceptance will change. Those faculty that do accept televised courses are strong, verbal forces that aid in efforts to recruit facilitators.

* Last year's adoption of the standardized pay plan for TV has enhanced the satisfaction of facilitators. There are some disappointments, but mainly with some perceived (and perhaps real) inequities. Others have voiced displeasure that no money is available for development of a TV course for the first time. A periodic review of the pay plans presently in place appears justified.

* The amount of enrollment is directly related to the promotion of telecourses. That opinion is shared by most in the telecourse business. Past promotion efforts have included brochures to all businesses in Polk county, TV commercials, newspaper ads, ads in shoppers, public service announcements for radio, press releases to all newspapers in the eleven county area, radio interviews, newspaper articles and direct mail.

  Direct mail lists are generated in-house from TV registrants and TV inquiries. At present, the A/S list contains more than 3000 active names. Each time a course is under way, class lists are checked against the in-house list, and new names are added. Undeliverable mail is returned and names are purged. The in-house list requires much effort and time, but the rewards are well worth it. Statistically, a previous telecourse student is about six times as likely to enroll again.

  Future plans call for a cooperative effort with Adult Education tabloid. If successful (and the new IPBN schedule is found to be attractive) enrollments should improve. Our cable college enrollments have been small; a strong effort in promoting those courses is and will become paramount. Strong enrollments should be found, if cable users become more aware of our efforts.

* Although the college is represented in the state-wide media task force that has input for course selection, the actual courses selected are out of the hands of local management. Thus, the courses and the times those courses are offered are out of DMACC's control. The future in

cable can eliminate some of the course and time problems. A continued effort and presence on the state media task force appears to be a necessity. IPBN's service and consistency has improved during the past year, but there is no evidence that technical problems or human error will be diminished.

Method of Needs Assessment and Analysis

A variety of people were interviewed to determine the problems and needs which could be remedied or serviced by an extended learning system. During the planning session several populations were identified which were then sampled. In all, 29 people were interviewed. They represented five different populations:

* DMACC faculty and staff,
* local business community,
* prospective students,
* current extended learning students, and
* other institutions with formal extended learning services.

A list of those interviewed from each population are recorded in Appendix C.

Three types of interviews were conducted. The interviews with DMACC faculty and staff and with representives of the local business community were conducted individually by a team from the Extended Learning Task Force conducting face-to-face interviews. The interviews with current extended learning students were conducted in a group setting by a team from the Task Force conducting the face-to-face interviews. The balance of the interviews were conducted individually with one member of the Task Force conducting telephone interviews.

Each interview was conducted according to a prearranged format and set of questions. Copies of the agendas and questions are in Appendix C. While the interviews followed a set agenda and list of questions or topics, the structure and immediacy allowed the participants to engage in a certain amount of timely fact-finding which contributed to the overall success of the needs assessment process. On several occasions the Task Force was complimented on its oral approach to gathering information.

After the interviews were completed, the team members reviewed their notes and wrote a summary of the interview. Where practical, a copy of the interview summary was sent to each interviewee for review and correction. A copy of each of the summaries is included in Appendix C.

The interview team members identified areas of concern and interest where an extended learning service could be an effective solution. These areas became the basis for the recommendations of the Extended Learning Task Force.

Compilation and Categorization of Problems

A logical step in expanding extended learning services was the identification of related problems and concerns by the community and college staff. A great deal of information on problems, needs, and potential benefits were gleaned through the personal interviews. The problems and needs are summarized below.

Non-Traditional Students

Many persons were interviewed who fall into the classification, according to this study, of non-traditional students. A number of problems or needs became apparent during interviews with non-traditional students and faculty who have worked with non-traditional students. The problems and needs identified by these students serve better to define a non-traditional student than any rhetorical definition. These problems and needs serve as the focus and parameters for the proposed extended learning system for it is just these barriers which restrict our traditional, congregate, campus-based instructional delivery from these community members.

* Extended learning programs act as a conduit to channel students to on-campus programs.

* Many students can't break away from their homes or places of employment at times suitable for congregate courses.

* Students returning to formal education and training after an absence of several years need programming, such as telecourses, which affords a maximum amount of privacy until they regain confidence in accomplishing college level work.

* Some NT students can not attend school full-time and thus miss out on some program opportunities.

* Higher paying jobs attract some individuals to courses offered through extended learning services. However, the salary incentive is not strong enough to join an on-campus or congregate class.

* Some non-traditional students will tolerate only a few on-campus sessions per course.

* A major need of non-traditional students is for programming to be offered at their convenience (e.g., time schedule, location, distance, frequency, etc.).

* Some of our non-traditional students take extended learning courses from other institutions to satisfy their DMACC program requirements--at a substantially higher cost for them--simply for the added convenience that extended learning courses offer.

* The extended learning approach allows students to have a career (not a job, but a career!) and get an education at the same time.

* There is an increase in the requirement for continuing education.

* Former career education students are returning for the humanities, etc.

* Students are demanding a greater diversity of programming.

* A gulf is growing between the literate and illiterate in the area of technology. This gulf will be one of the most significant social problems of the next decade.

Conclusion:

Non-traditional programming at non-traditional times has its place in the community college setting. The need for more education for license certification, job upgrading, diversity in jobs, as well as life enrichment, is on the rise. Yet, demands on personal time of these adults is such that they do not feel that only going to a classroom on a campus is necessarily the answer to their educational needs. Thus, the college has a responsibility to become more non-traditional in its educational thinking and planning to provide alternatives to campus classes.

Curriculum

Two general curricular issues surfaced during the interviews. First, the student-consumers expressed their needs. Second, the DMACC faculty, staff, and experts from other extended learning services expressed their opinions and experience with regard to the curricula which were suitable and marketable in the extended learning environment. Below are summarized some of the curricular issues which surfaced during the investigation.

* Some faculty feel that it is most appropriate to grant degrees as a result of total extended learning--"without setting a foot on campus."

* Some faculty feel that certain courses are inappropriate in an extended learning environment, such as some management courses, sales courses, any of the sciences and math.

* There is interest in programming in the areas of career education, accounting, the computer field, and non-allied related instruction in the career education programs:

  - general clerical (stressing accuracy),
  - time management,
  - stress management,
  - supervision/management, and
  - customer relations/dealing with people.

* Purchased/imported extended learning materials/courses should be localized.

* Technology must become an integral part of our curriculum:

  - how to interpret what technology presents to us (i.e. the stereotypes and over-encapsulations) as we are susceptible to the control of the technology;
  - we must be able to analyze effectively and evaluate critically the messages transmitted through technology;

- there is a shift from "print communication" (reading-writing) to "visual and oral communication" (non-print):
  . 1/2 hour/day reading books, etc.,
  . 2 hours/day reading signs & labels (symbols),
  . 4-6 hours/day viewing TV, listening to radio, etc.;
- technologies such as TV are more passive, and therefore, more subject to control by the presenter and more in control of the masses exposed to it; and
- it is wrong to assume that print - literates are technology - literate.

* Expected life span of extended learning courses is about five years.

* Related instruction on general education components are not always scheduled early enough in some college programs.

* There is a need for instruction packaged in small college credit units (i.e. 1 quarter-hour) which can:
  - be claimed together to create more comprehensive programming,
  - be used as "short courses," and
  - be used to meet individual needs.

Conclusion:

The college may have a responsibility to provide opportunities for students which allow them to graduate without setting a foot on the college campus. However, we must be somewhat selective in terms of courses offered in a non-traditional setting. We may need to package smaller units of instruction that require less student time to complete than traditional instruction. These smaller units may be for credit or non-credit.

Telecourses

A main stay of extended learning delivery is the telecourse-- a college design to take advantage of the unique instructional qualities of television in such a way that a series of television programs becomes the primary instructional delivery form (supported by texts, study guides, and an instructor-facilitator). Telecourses offer many benefits for distant learners. However, they also introduce a number of conditions and problems with their use. Below are the chief conditions and problems telecourses will bring to the proposed extended learning system:

* DMACC instructors have experienced difficulties with program availability due to IPBN technical difficulties and tape duplication difficulties in Media Services;

* some problems have occurred when some telecourses have been revised and support material logistics have not been resolved by the publishers;

* there have been local problems with textbook orders and service;

* telecourse instruction requires more formal labor by DMACC faculty than regular, classroom instruction;

* some staff view the use of TV courses as more promotional and motivational than instructional;

* some difficulties are experienced due to scheduling of broadcasts at poor times during the day;

* Heritage Cablevision does not service the Des Moines central business district restricting access in that area to broadcast and bicycled tapes;

* The major barriers to the use of TV include:
  - adequate institutional support,
  - faculty commitment,
  - cost and availability courses,
  - recording rights, and
  - lead time on broadcast schedules.

Conclusion:

While telecourses may have their merits in providing non-traditional options for students, there are problems associated with this method of instruction. Some of these are:

- textbook orders being late;
- more work for faculty in terms of correcting tests and papers and making telephone contact, and in supportive materials;
- poor scheduling time for telecourses on TV; and
- time that it may take to require the tape duplication of many courses.

The problems identified must be rectified before telecourses can be expanded beyond the current level.

Correspondence (including audiotape)

Correspondence courses enjoyed a good deal of popularity more than two decades ago. Now, after a low period, they are enjoying a resurrection, with the aid of some current instructional technology, particularly the cassette audio-recording. However, like telecourses, correspondence courses introduce some conditions on use. Some of the conditions and some of the problems that accompany their use include:

* some students prefer that correspondence courses make heavy use of audio-taped lectures as they like to hear the instructor's voice;

* some students desire an occasional congregate session with the instructor and other students for the socialization achieved in group process;

* the number of courses currently available is severely limited; and

* not only is time of day an important consideration in scheduling instructional time, for some even the time of month is confined by their job responsibilities which tilts in favor of the correspondence form of delivery over more regularly scheduled modes such as radio and TV.

Conclusion:

Survey results indicate there is a need for a correspondence program for college credit. However, the correspondence courses need to go beyond the traditional text/study guide type course and include audio and visual support as well as employing opportunities for occasional optional congregate sessions with the instructors and other students (e.g. HCLA independent study option).

Administration

Finally, administering an extended learning service within, contiguous to, or in cooperation with a traditional, congregate, campus-based college offers some interesting challenges. As a matter of fact, even the traditional operation has its problems as was revealed during the needs assessment. Below are summarized problems and concerns the proposed extended learning system must accommodate administratively:

* some local businesses complain bitterly that they are approached by a variety of DMACC persons representing different instructional services whereby these business people would prefer meeting with only one contact;

* some past difficulties have been encountered at DMACC with registration, fee payment, and the maintenance of student records;

* some problems have been encountered in support materials logistics for telecourses;

* telenet classes have been severely over registered for the equipment (microphones) which is available;

* there could be a deterioration of course quality standards if part-time instructors are used;

* a need for a renumeration formula for extended learning courses which reflects the number of students and number of credit hours;

* faculty need time, money, and criteria to be followed to assure quality instruction;

* more promotion of extended learning programs is needed;

* pre-assessment should be a part of an extended learning system;

* a need for better defined articulation (or lack of it) between courses and programs;

* many students want to only "audit" extended learning courses (i.e. watch the programs and read the text, all under the guidance of the study guide) without receiving credit;

* a close liaison needs to be established with the DMACC admissions representative for non-traditional students;

* August appears to be the heaviest month in terms of inquiries and registrations for non-traditional students;

* there should be a guarantee of institutional support for regular revisions of the instructional materials;

* follow the home market when considering delivery equipment for extended learning; and

* an expressed need by many faculty for alternative instructional delivery modes which would provide greater instructional flexibility.

Conclusion:

Solutions to identified administrative problems within the institution need to be implemented for an extended learning program to be successful. We must be willing to commit the necessary resources or we may do more harm than good by implementing the extending learning system. The initial system should concentrate on offering courses by television, radio, and correspondence.

SECTION IV. SYSTEM DESIGN

Review of Current Practices

During the needs analysis phase of the study, six fellow community colleges, who are by national reputation successful in operating extended learning services, were surveyed either by telephone or by sight visit. Those institutions are:

- Bunker Hill Community College
- Dallas Community College District
- Rio Salada Community College (Maricopa Community College District)
- Open College (Miami-Dade Community College)
- Extended Learning Institute (North Virginia Community College)
- Coastline Community College (Coast Community College District)

During the surveys a number of questions were addressed regarding the operating philosophy, procedures, and administrative practices followed by these institutions in offering and managing extended learning services. An analysis of the findings suggest the following practices:

1. A formal organization and staff are a must for successfully operating an extended learning service.

2. A staff is required to provide the necessary support for mundane tasks such as communications, record keeping, and information processing. This staff is necessary to free faculty to act as facilitators to the extended learners.

3. There must be administrative autonomy from other instructional delivery functions of the district. This is one of the chief promoters of success.

4. Telecourse and correspondence offerings have a high chance of success. Other extended learning delivery forms such as radio and courses by newspaper depend a great deal on the unique characteristics of the institution offering those services and as a whole have not been successful in a majority of the institutions in which they have been tried.

5. The chief factor for success depends primarily upon the frequency of faculty communications with the students. The institution surveys indicated all successful operations have placed a quota of communications on their instructors in each course to insure that at least minimumly adequate communications take place.

6. Local control of the scheduling of offerings improves the enrollment. Where the control of scheduling rests in the hands of agencies outside of the college (such as the local public television network), enrollments are severely compromised.

Objectives For The System

Based on the needs analysis information and the information gathered from surveys of fellow institutions, four primary objectives for the system surfaced.

* to provide an appropriate and comprehensive curriculum to meet the extended learning needs of our district,

* to provide the structure for offering and managing college services to extended learners,

* to provide mechanisms for offering and updating the extended learning curriculum, and

* to provide a support staff to perform management and mundane tasks of communication, information processing, and record keeping.

The Architecture of the Extended Learning System

As depicted in figure 1, the extended learning system is comprised primarily of three elements: the current college services, the noncongregate (extended) students, and the interface element (some extended learning services and staff). The extended learning services can further be divided into two major components or elements, the curriculum subsystem and the administrative subsystem.

1. The curriculum subsystem functions include the selection of courses or curriculum offerings. It is intended that these curriculum offerings be somewhat like the rest of the curriculum that the college offers; that they meet the personal and credential needs of constituency. Obviously, an important part of the curriculum subsystem includes the scheduling of the courses or offerings. Because of the nontraditional nature of instructional delivery in an extended learning environment, the scheduling becomes extremely important particularly when the scheduling involves cooperation with delivery agencies outside the control of the college such as the Iowa Public Broadcasting Network and Heritage Cablevision Television System. Whatever the conditions, because of the distance delivery situation, the scheduling becomes more critical than it would if we had complete control in an on-campus situation. The final function of the curriculum subsystem is to evaluate the current offerings, future offerings, and the performance of the system so that the best possible curriculum can be offered to our distance learners. The evaluation of system performance is included in the curriculum subsystem because that is the primary function of the extended learning services--to deliver the curriculum.

2. The administrative subsystem functions include six major categories: promotion, recruitment, enrollment, coordination, communication, and supervision. Certainly one of the most important of all the administrative functions is the promotion of course offerings to a population that does not have the advantage of information acquired while on campus. Past practice has shown that enrollments in extended learning courses correlates directly with the amount of effort and activity in the promotion area. It would be said that the extended learning service will live or die on the amount of promotion provided.

Both faculty and students must be recruited to the extended learning services. The nontraditional, even innovative, nature of instructional delivery in the extended learning environment poses some problems in the recruitment of faculty. Fortunately at our institution, the number of faculty willing to facilitate an extended learning course is growing. However, new faculty must be recruited as the number of students increase and as the extent of our curriculum widens.

An important function of the administrative subsystem is the enrollment of the students without whom there is no reason for the curriculum and service. Because of the different nature of extended learning, there is a number of coordination activities which must take place. Among these is the coordination of purchases for the students through the bookstore as they try to get the materials necessary to complete the courses. There is also a great deal of coordination involved with the learning resources services to insure that back-up copies of audio-tapes and video tapes are available at the appropriate time should students choose to take advantage of copies stored on-campus or at some repository convenient to their locale.

Probably the most important aspect of all in the delivery of extended learning services is communication. The very fact that the students and faculty are not gathered in the same room while instruction is going on suggests that communication becomes a matter which requires direct attention. So often we take for granted the communication that takes place in a classroom between an instructor and student in terms of clarification of curriculum and transmission of direction on learning activities. However, in the extended learning environment much of this takes place through the mails or via telephone conversations. Also, a verification of student activity requires that the students submit written assignments so progress can be evaluated. This means that there is an additional burden in the area of scoring of routine assignments and tests. Much of the communications activity in delivering extended learning services is really very mundane. While the instructor/facilitator may compose a communication which will take the form of a mailing, the actual processing of the letters can be conducted by less expensive staff members. Thus communications is one area in which major savings can be affected in the delivery of instruction.

Finally, an important function in the administration of extended learning services is the supervision of the personnel involved in the system. Faculty must be supervised to insure that deadlines are met and that they have the proper skills and support to offer quality service. The same statement can be made about the balance of the extended learning staff.

Elements of the Curriculum Subsystem

The curriculum subsystem contains three principal elements. These elements are depicted in figure 2 and include a process for delivering the curriculum, a curriculum pool of offerings, and a process for updating the curriculum pool.

The Curriculum Pool

The curriculum pool is the central element in the curriculum subsystem. It contains all of the offerings which can be used by extended learners. These offerings fall into essentially two classifications: credit and noncredit. However, one of those categories, the credit category, can be further broken into a number of subcategories. As depicted in figure 3, the credit areas can be divided into academic credit and continuing education unit (C.E.U.) credit. The academic credit area can further be delineated into core credit and elective credit.

Figure 3 also illustrates a number of hypothetical elements which might be found in the Des Moines Area Community College curriculum pool for extended learning. Note that the various offerings are also classified by whether they are telecourse offerings or correspondence course offerings. For instance, the telecourse "In Our Own Image" may be taken for core credit in the Arts and Science programs. By the same token there is a telecourse which the college might offer for noncredit (certificate-bearing) called "Burglar Proofing." While the pool in figure 3 is hypothetical, it should be noted that all of the courses listed are currently available from a variety of resources which include PTV-3, the Appalachian Community Service Network (ACSN) the Iowa Public Broadcasting Network, Time/Life Corporation, the Des Moines Area Community College, courses by newspaper (CGN) from the University of California at San Diego, and Video Disk Learning Systems. As a matter of fact, a number of the telecourse offerings listed are currently or were formerly offered as telecourses from the Des Moines Area Community College.

The Process for Delivering the Curriculum

Figure 4 depicts the process which would be employed in delivering the curriculum for extended learners. The process is actually more complex than it appears in the figure. However, for the purpose of brevity, one could get a sense of the process by reviewing the flowchart.

The process appears to begin with the promotion of an offering. However, in many cases the entire process actually begins when the Des Moines Area Community College receives notification from a national service such as PTV-3 that they will be offering a particular course at a particular time through the public broadcasting networks. When that happens the scheduling of the course takes place first and the promotion follows when we have the scheduling information available.

However, in the optimum situation an academic division would make a decision to offer a certain course from the extended learning curriculum pool and would initiate the cycle which would include the promotion of the offering. The promotion would be followed by considerable coordination for scheduling the offering. Some of the coordination activities would include insuring that the course was scheduled on various promotional outlets, insuring that back up copies of video programs were available, and that necessary learning resources and student materials would be available in time for the start of the course.

At approximately the same time, a coordinator would be busy assisting the academic divisions in the recruitment of faculty to facilitate the course. The extended learning staff would be involved with the orientation of the faculty to insure that the faculty was in fact prepared to tackle the new instructional delivery form.

With all of this in place students would be enrolled for the course. Student Services of the college would be involved in the process at this point. Student Services would be assisting in the enrollment and registration of students and also involved to a degree in the promotion of the offering to students who drop in to inquire about college services.

During the time that the instruction is being conducted the learning resources branch of the college is involved in making adequate copies of any mediated materials which are then placed in appropriate libraries either on the college campuses or in neighborhood libraries.

After the instruction has been completed there is a total evaluation of both the offering and the system; the reports are generated and referred to the appropriate divisions and functions of the college. Some of these reports might be enrollment reports, evaluation information, and so forth. When the offering is evaluated the basic question is whether or not the offering was effective. If the offering was effective then it is allowed to continue in the curriculum pool. If it is not, then the question is asked whether or not revision of the offering is warranted. If it is, then the revision takes place and the revised curriculum offering is placed in the curriculum pool. If the curriculum offering is not worth revising, it is dropped from the curriculum pool.

The Process for Updating the Curriculum Pool

As in the previously described process, the process for updating the curriculum pool may be more complex than is depicted in figure 5; however, figure 5 does give a good abstraction of the process.

Note that a recommendation for including an offering in the curriculum pool (course) can come either from a member of the community such as a potential or a current student, or from college faculty or staff. Very often when a recommendation for a particular course is made it is due to the fact the recommender is aware that such a course is available somewhere else. If a candidate course is available, the extended learning staff previews the course to insure that the course meets the standards in terms of curriculum and quality that we wish to offer to our students. If the offering passes the review then it is entered into the extended learning curriculum pool. If it does not pass the review then a search is made for another candidate offering and the process repeats itself.

If no candidate offering is immediately available, the coordinator of the extended learning service must institute a search to locate such a course. If such a course is located then the process reverts to a staff preview for integrity. If no existing course is found then the issue of justifying local development of the course arises.

Because of the nature of the extended learning delivery the cost of locally developing an extended learning curriculum is extremely high. Therefore, a very careful evaluation of the justification for local development must take place. If local development is approved, the new course is developed. If there isn't sufficient justification for the high investment in local development, the recommendation to offer a new course simply must be rejected.

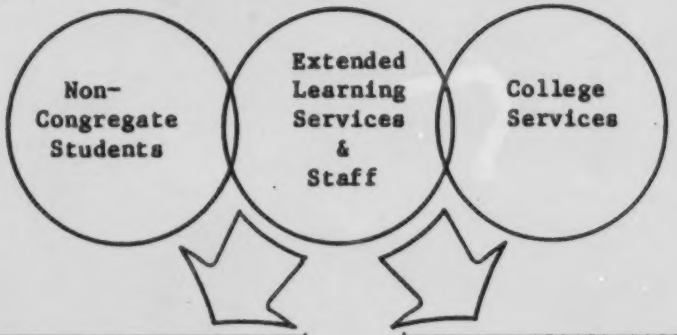
Administrative Subsystem Organization

The functional administrative organization of the extended learning services is illustrated in figure 6. The function is served by a coordinator and staff responsible for insuring that four functions are performed. Those functions are instruction, student services, promotion, and business management. Note that each of the functions has two or more subfunctions and that, in most cases, the subfunctions actually refer back to and are carried out by existing functions in the normal college services. For instance, faculty are actually provided from the College's three instructional areas (Arts and Science, Adult and Continuing Education, and Career Education) and learning resources services are actually provided by the Media Services.

There is no intent to devise an administrative structure which is totally self-contained within the extended learning services. Rather, linkages are made back to the existing college services and the appropriate credit returns to that college service. For instance, if the course "In Our Image" is offered, it would be offered with an Arts and Science course number attached and all the enrollment credit would return to the Arts and Science division. However, the Arts and Science division would be accountable for the faculty who facilitated the instruction and the insurance that the course that was offered was the same as that advertised in the college catalog.

Many of the non-instructional functions listed in the administrative subsystem occur without any direct involvement on the part of the extended learning staff. For instance, when a student registers to take a telecourse, the fee payment is mailed directly to the business office and no enrollment funds pass through the hands of the extended learning staff. However, the extended learning staff would be responsible for insuring that the fee payment process was occurring in an effective and efficient manner.

Fig. 1. THE EXTENDED LEARNING SYSTEM



CURRICULUM SUBSYSTEM FUNCTIONS

SELECT:	Courses
SCHEDULE:	Courses (with delivery vehicle-IPBN, CATV-D, NPR, etc.)
EVALUATE:	Current offerings, future offerings, system performance (all facets)

ADMINISTRATIVE SUBSYSTEM FUNCTIONS

PROMOTE:	Course offerings
RECRUIT:	Faculty & Students
ENROLL:	Students
COORDINATE:	Student bookstore purchases, learning, resources

COMMUNICATION (WITH STUDENTS):

phone, prepare/process mailings, record student activity, score routine assignments & tests

SUPERVISE: Faculty & Staff

Fig. 2. ELEMENTS OF THE CURRICULUM SUBSYSTEM

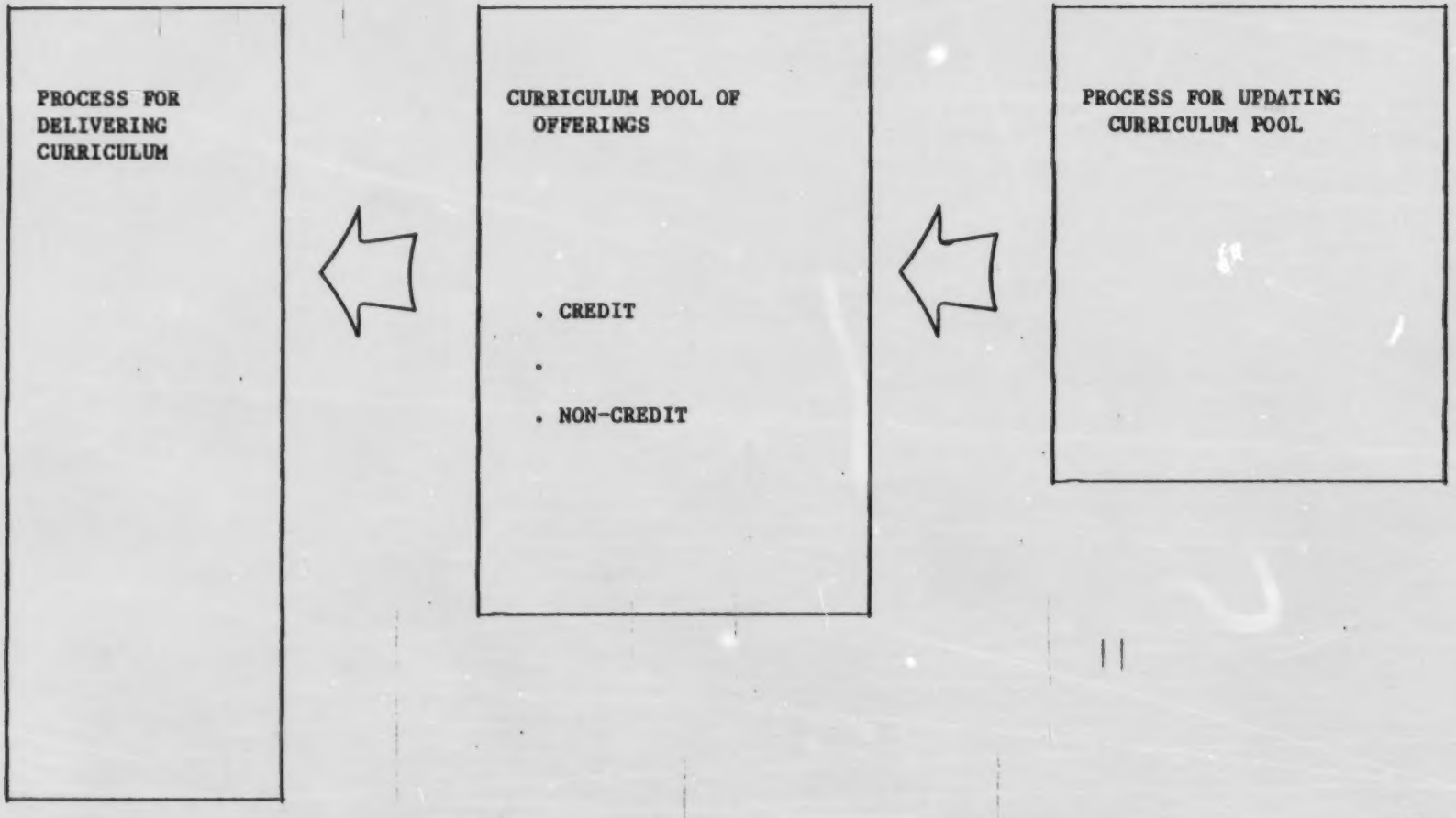


Fig. 3. THE CURRICULUM POOL (HYPOTHETICAL)

			TELECOURSE	CORRESPONDENCE
CREDIT	ACADEMIC	CORE	Marriage and a Family In Our Own Image	Death and Dying: Challenge and Change (CGN-UCSD)
		ELECTIVE	Podium Poise Applied Sketching	Taxation: Myths and Realities Oceans: Our Continuing Frontier
	C.E.U.		Effective Writing for Executives (T/L)	Finance and Accounting for Non-financial Managees (VLS) COBOL (VLS)
NON-CREDIT			Keep It Running Geneology Burglar Proofing	Energy and the Way We Live (CGN-UCSD)

SOURCES:

PTV-3
ACSN
IPBN
Time/Life
DMACC

CGN-UCSD
VLS

Fig. 4. PROCESS FOR DELIVERING CURRICULUM

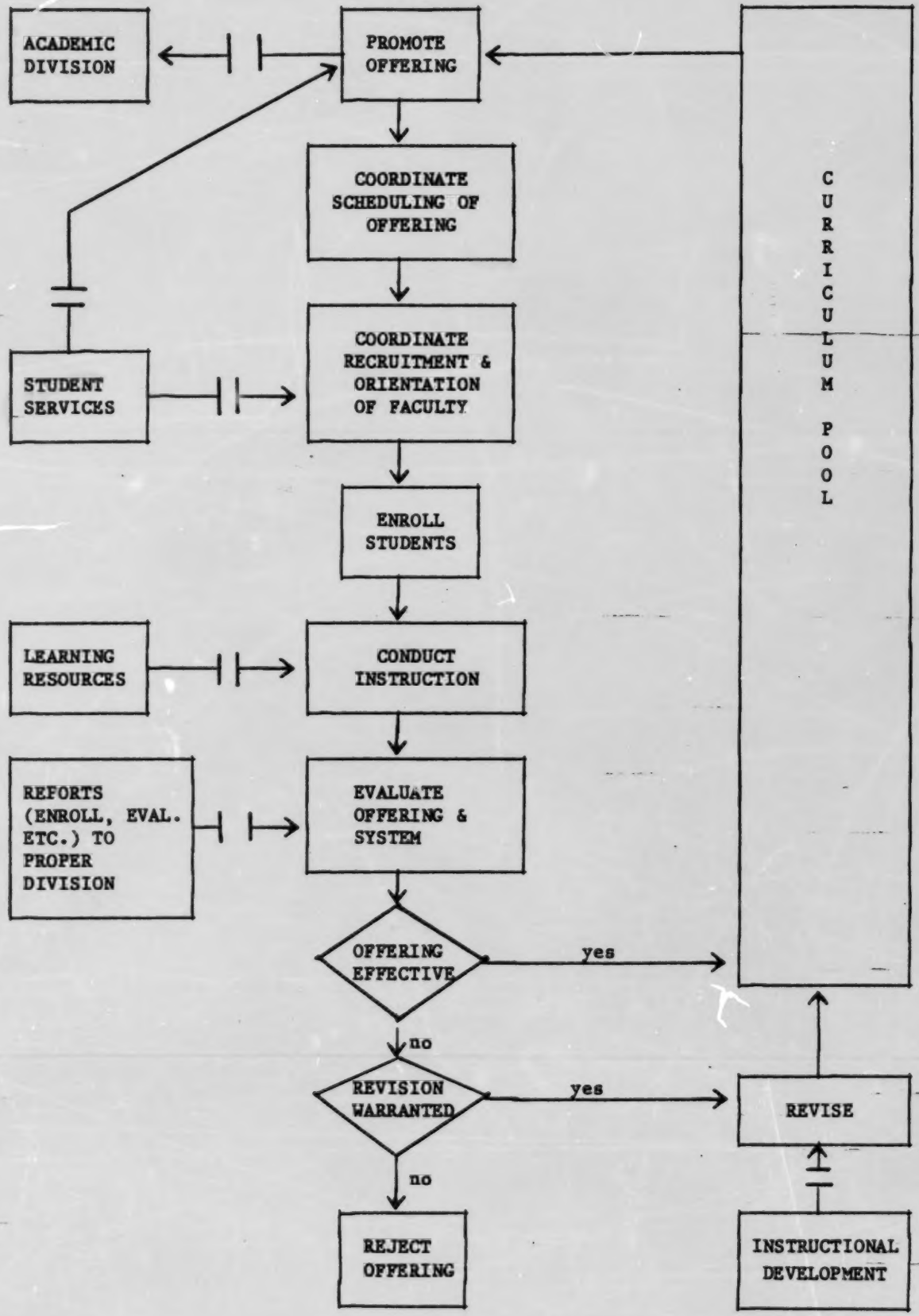


Fig. 5. PROCESS FOR UPDATING CURRICULUM POOL

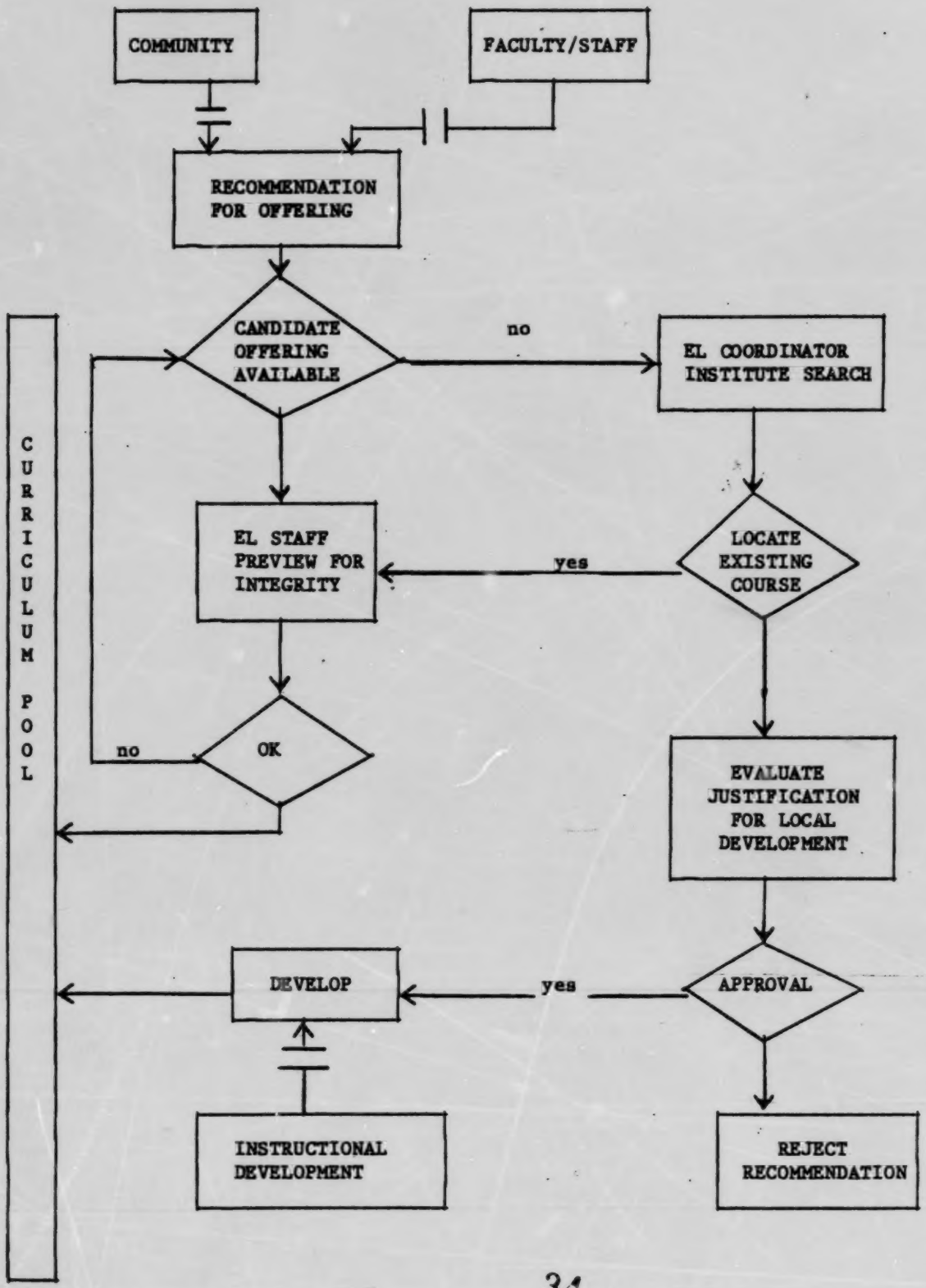
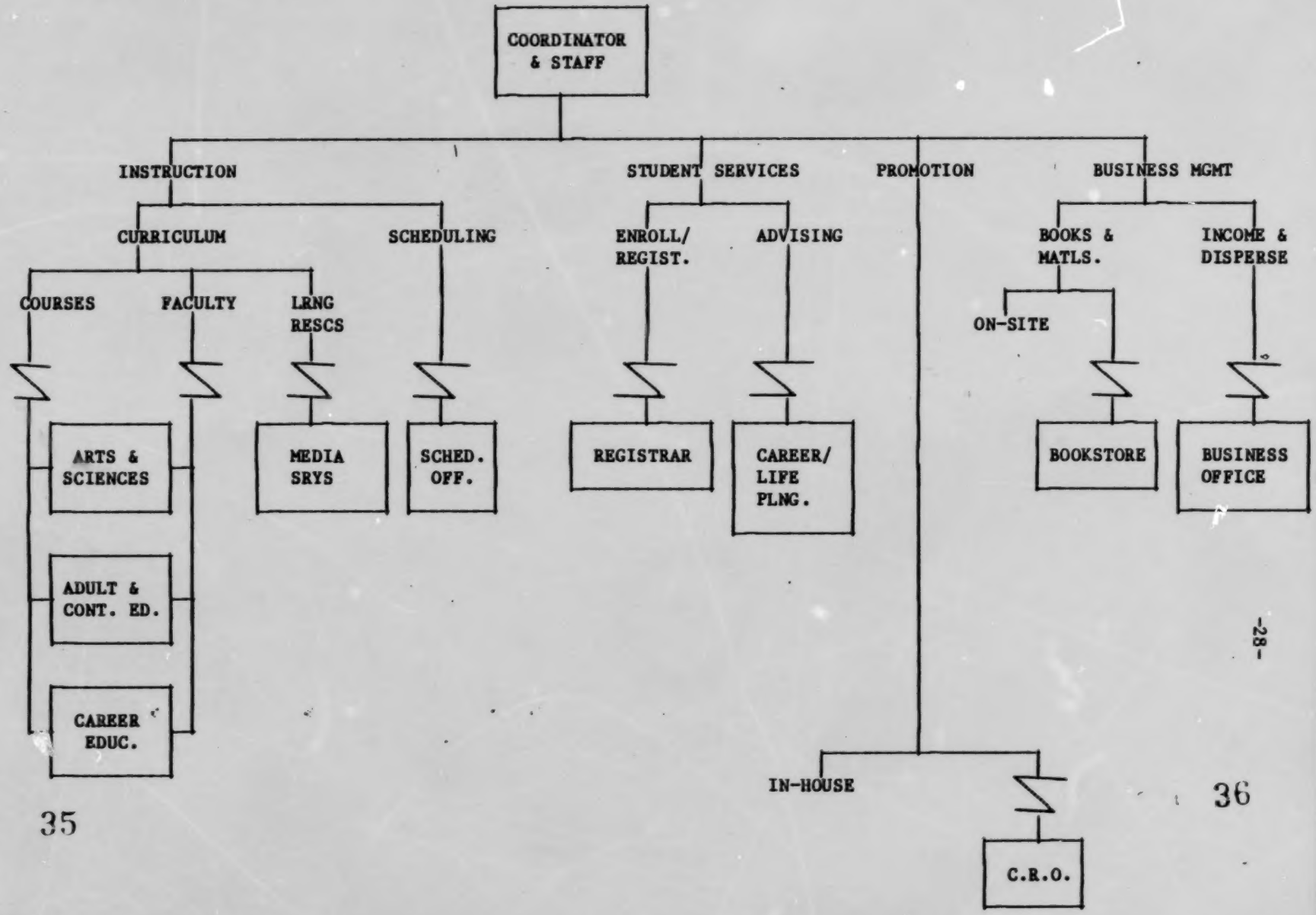


Fig. 6. ADMINISTRATIVE SUBSYSTEM ORGANIZATION (BY FUNCTION)



SECTION V. IMPLEMENTATION

There have been numerous studies that have examined the potential of telecourses and extended learning using new technologies. A review of the literature indicates that there is basically universal agreement about one thing--we are probably in the pubescence stage in utilizing various delivery systems.

But when those reports talk about systems, they are merely talking about delivery systems. It is hoped that with the extended learning center at DMACC, we would have a real system--in educational terms.

Right now, we are offering telecourses over IPBN and over cable, the Heritage Corporation's system in metropolitan Des Moines. But we are still operating in a hit and miss fashion. For example, if a student takes a telecourse, where does he or she go from there? Right now, we have no method for taking the student from point A to point B. We offer a group of courses and hope the student can apply those courses to their needs. The proposed Extended Learning Center should have the flexibility to offer enough courses to say to a student that if you take this, and this, and this, that you can reach this goal.

But the task force, I believe, provides two positions that seem appropriate.

1. Telecommunications and alternative delivery systems represent means rather than ends in themselves. We must begin to set some goals and sets of ends.

2. The technological delivery system will not replace either the college or the teacher as we know them. But that doesn't mean that new options will not emerge and jobs be redefined.

With that bit of information as perspective, let's look at some of the technology available to us to accomplish whatever goals are set. (See Appendix for the chart which lists the characteristics and capabilities of several delivery technologies.)

In broadcast we are all familiar with the television and how the television courses can work. There is something we should consider, and that is that the FCC has greatly reduced the obligations that have to be met to own your own TV station at a fairly low cost.

There is radio with what is called an FCA Service (a subsidiary carrier authorization meaning a radio signal which is unheard can go out. The people can hook equipment up to their radios and hear that lesson). Institutions that are using this include West Virginia and Piedmont Community College in North Carolina. In Minneapolis, Minnesota, the Radio Talking Book Network is using that system.

Over cable we have 40,000 subscribers. We are presently on channel D over 70 hours a week. There is no additional cost to people except for the subscription cost.

We have some ideas of what to do with video discs, but how well that will be utilized we really don't know.

There are data computer networks also available. It's interesting to note that the Communications Act of 1934 has been rewritten, and in July, 1981, a committee approved it 16 to 1. The bill probably won't pass this year. In that bill, it will allow A T & T to get into the computer business. A T & T already has marketing plans so that you and I can rent a computer just as we have a telephone. That greatly expands extended learning possibilities.

As for satellite, Canadian broadcasting is probably the leader in satellite education.

Those are some of the areas in which we can use the technology that's available; we have to figure out how to use them to their best potential.

All of those are available to us now...and how well we use them is up to us.

When we do start to use new technology, there are a couple of things that have always constrained the use of those systems in education. For one thing, there is an unsympathetic attitude on the part of some educators towards change. There is always a lag between innovation and acceptance. It takes time to have new ideas diffuse, but that's not an exclusive for educators. It took more than ten years for penicillin to diffuse throughout the medical profession. We must accept that as typical and not beat our heads against the wall.

There is also the possibility that the institution will not readily provide support.

If there is any doubt about the need for alternative delivery systems, or the coordination of an Extended Learning Center, then the efforts of the task force have been futile. There must be a philosophical marriage between the college and the perceived needs of extended learners.

What is the potential? Who is out there that could use extended learning?

There are about 550,000 people in the eleven county area, and more than 200,000 of them have had no college. National research shows that about five percent of these people are interested in learning more via college courses. That means there are 10,000 people to whom we could appeal.

But beyond that, people today are better educated than ever before, more conscious of their potential, and more insistent that opportunities be made available to help them further develop their talents. Adults who have gone beyond high school are twice as likely to continue their education as those who have not; the potential is there.

If we want to extend offerings to those people, then our plan to put that in force is indicated in the Implementation Matrix, figure 1.

The establishment of an Extended Learning Center planned for Spring of 1982 includes the selection of an Extended Learning Coordinator, establishment of the budget, and provisions for a half-time clerical position to be expanded to full-time in the Fall of 1983.

Beginning with the Fall of 1982 the full promotion of the Extended Learning Center's activities commences. The academic year activities are shown on figure 1 and include:

* the expansion of cable coverage (better coverage by Heritage Cablevision in other areas outside the Des Moines metro area),
* on-campus courses (broadcast courses at campus locations),
* development and expansion of correspondence courses,
* radio courses (listeners can hook up equipment to their own radios to hear class lessons),
* computer assistance (using microcomputers for record-keeping tasks, scoring of tests and/or exercises, etc.), and
* off-campus sites (such as businesses and public libraries for viewing broadcast courses or using recorded materials).

In theory, the more things that come to fruition, the more students will take advantage of them.

Enrollments are flexible, and could range as few as 10 or 15 to as large as one or two hundred in a class. Enrollments will depend on the support provided by administration and faculty and the kind of courses we offer. We expect that within five years, we will have about 1000 students enrolled annually.

The acceptance of the Extended Learning Center should make dollar return important, but not the primary factor during annual reviews. We must remember there are also external factors over which we have no control that could force the center to change emphasis.

But even with unforeseen erosion of the extended learning concept, the establishment of a Center, with appropriate direction, should be an asset to the citizens of the eleven county area.

Fig. 1. IMPLEMENTATION MATRIX

EXTENDED LEARNING CENTER	SPRING '82	FALL '82	WINTER '82	SPRING '83	FALL '83	WINTER '83	SPRING '84	SUMMER '84
ESTABLISH ELC	X							
SELECTION OF COORDINATOR	X							
BUDGET	X							
CLERICAL	1/2 time X				full time X			
PROMOTION		X	X		X	X		
EXPAND CABLE COVERAGE		X	X	X	X	X	X	X
ON-CAMPUS COURSES			X	X	X	X	X	X
CORRESPONDENCE COURSES			X	X	X	X	X	X
FORMAL EVALUATION OF SYSTEM				X		X	X	X
RADIO COURSES					X	X	X	X
COMPUTER ASSISTANCE					X	X	X	X
OFF-CAMPUS SITES					X	X	X	X

EXTENDED LEARNING TASK FORCE
1981

Recommendations

I. Policy
   A. DMACC will make a full commitment to Extended Learning.
   B. Extended Learning will be funded as a service.
   C. FTEE generated will be credited to sponsoring division.
   D. Total degree program offerings will be considered.
   E. Extended Learning will be expanded to on-campus offerings.
   F. Effort will be made to expand cable TV offerings.
   G. Institutional consideration will be given to consistency in course numbering and credit assignment.
   H. Small blocks of instruction will be considered for one credit.
   I. An incentive program for course development will be designed.
   J. Guidelines will be established for faculty/student contact.
   K. A form of the Task Force will continue:
      1. to upgrade offerings, and
      2. to stay current with technological changes.

II. Action
   A. The Extended Learning system will be adapted.
   B. Such adaptation will assume implications as follows:
      1. Extended Learning will be positioned in the college organization to best serve all divisions,
      2. all Extended Learning offerings will be supervised by the Extended Learning Coordinator,
      3. responsibilities of the Extended Learning Coordinator will be specifically defined and will include:
         a. establishing a process for registration and record keeping for Extended Learning students;
         b. providing support for Extended Learning instructors;
         c. co-ordinating potentials for expanded Channel D TV offerings;
         d. developing/expanding correspondence courses; and
         e. establishing off-campus Extended Learning Centers.

SECTION VI. COST & BENEFIT ANALYSIS

Anytime a new educational service is proposed for the college, there comes a point where we must decide whether what we have designed is really worth the cost to implement and where will these dollars come from. Is the system design and implementation plan described in the previous sections really justified? Which portion of the college income will provide the money to operate the system? Do we give up an existing expenditure in favor of the Extended Learning System or do we generate new sources of revenue to cover the costs? These questions must be answered before the proposed system is put in place.

Growth Projections

Based on our current knowledge and experience we can project the number of users of our proposed Extended Learning System--at least for the next five years. Figure 1 illustrates usage growth under the "best" and "worst" conditions. The dotted line depicts growth assuming the "worst" conditions, while the solid line depicts growth assuming the "best" conditions.

The "best" conditions assume that:

1. IPBN schedules telecourse broadcasts at times favored by our non-traditional distant students;
2. IPBN and/or PTV-3 expand the TV course offerings;
3. Heritage Cable TV expands their ACSN coverage area, thus making ACSN available to more people in our community;
4. the college chooses to provide both philosophical and financial support for the Extended Learning Center (and system); and that
5. the implementation plan, described in the previous section, is followed.

The "worst" conditions assume that:

1. IPBN continues to broadcast telecourses at their present times;
2. the course offerings over IPBN remain static;
3. Heritage Cable TV continues ACSN in the Des Moines metropolitan area only;
4. IPBN seeks financial support from Iowa colleges to continue broadcasting telecourses; and
5. the college continues to administer and service telecourses at the current base.

If the best conditions prevail, then we expect to serve more than 1,000 students annually by the 1985-1986 school year.

Costs

Table 2 presents the estimated expenditure requirement if the best growth conditions prevail. Included are the costs of coordination, clerical support, faculty, producer fees, and promotion.

A full-time coordinator is required to handle the tasks of scheduling, promotion, faculty orientation and training, and planning. The Center also requires secretarial-clerical support to handle or channel the considerable communications necessary for an effective distance learning operation and to provide scoring, record keeping, and mailing services.

Faculty are currently compensated according to a formula adopted last year. The rate for a standard Arts & Science section, with a part-time instructor, is $545. The salary estimates are based on an increasing number of sections each year rather than on a per-student basis. While the study team discussed other approaches to faculty compensation, no recommended changes in the formula are advanced at this time.

The final two cost categories are producer fees and promotion. Producer fees are those fees we must pay to the producer for the use of a particular telecourse, radio course, or correspondence course. These fees generally include a base fee and an added fee for each course enrollee. Promotion costs include the development and dissemination of promotional information about course content and availability. Promotion may be through many channels: radio, television, and newspaper advertising, direct-mail advertising, talk-show appearances of Extended Learning Center staff, and others.

Benefits

The benefits we anticipate will be derived from the system under the general heading of "improved quality of instruction," which will be accounted for in the number of graduates who, because of extended learning services, are able to enter and contribute an additional measure to their personal career and society. Improved quality of instruction manifests itself in a host of specific benefits; a number of these are defined.

Alternate Delivery Systems - Extended learning offers an alternative delivery system which will accommodate a different learning mode preference by students. This should aid in retaining some of our current students who are dissatisfied with the delivery systems currently available to them. It should attract new students for the same reasons.

Flexible Learning Resource - Currently, many students find that they must extend their graduation date because they failed or missed courses in the proper sequence. These courses could not be taken again until a full section could be scheduled. Extended learning may offer a flexible learning resource which can accommodate the problem by allowing required instruction to be taken in a timely manner. Thus, the student can graduate "on time."

Increased Institutional Communication - We are recommending that the Extended Learning System for DMACC be administered as a service to all areas within the college. Because of the all-college service nature of the system, the curriculum in the system will have an impact across departmental/divisional/other lines. Such a posture avoids duplication of curriculum materials and standardizes the curricula across divisional lines where it is appropriate.

New Perspectives in Teaching - The Extended Learning System provides a new element in the instructional environment. As our faculty comes to grips with this new resource, there will be two positive consequences. The addition of a new perspective for teaching leads to increased enthusiasm on the part of the professional teacher who is always looking for an alternative which will suit the needs of individual learners. At the same time the addition of any new alternative learning resource to the repertoire of any teacher must certainly result in the professional growth of that person.

Convenience - Probably the chief benefit of Extended Learning is the convenience it offers to individuals, who for personal or obligatory reasons won't avail themselves of our more traditional class-oriented instruction. Many people are restrained from attending our campuses by family or work obligations. To others the issue is traveling the distance or paying for a babysitter. To a large segment of our potential clientele, an extended learning course offers a conveniently private, non-treatening way fo try "college." Whatever the reason offered, convenience is most often the key.

Return On Investment

Trying to project the income that will be generated as a result of a functioning Extended Learning System can be rather difficult. There are a number of "unknowns" which impact the income figures rather dramatically, two of these "unknowns" being:

* Are the students registered as full-time or part-time? The tuition generated depends on their enrollment status.

* Is the college reimbursed with State Aid for the FTEE generated through the Extended Learning Services?

Of the two parameters above, the first is easier to deal with. We simply compute tuition projections from each standpoint--all full-time students and all part-time students--and say that the true projection will be somewhere between those two extremes. For purposes of illustration, each projection is displayed here. The income projections shown in table 3 uses part-time tuition and table 4 uses full-time tuition. Our experience and intuition suggest that the true projection currently falls nearer the part-time multiplier. However, as the curriculum pool increases and the services expand to include more comprehensive curriculum, the multiplier will recede toward the full-time value.

The question of including state aid in the income computations is more perilous. At best, there is a one or two year lag in effect. At worst, there is no true reimbursement. The institution's "state aid pot" is divided into smaller portions per FTEE and the addition of students bias a negative effect. At this point the study team had to choose a course through the dilemma. By majority vote, the team elected to project income on the "best situation" assumption using a one year lag in reimbursement. Future evaluations of this study should be conscious of this decision and its impact on the income projections.

One additional source of income is projected. It is generated by the collection of the convenience fee authorized by a recent Board of Directors decision.

The dollar return on the investment is graphically illustrated by the graph in figure 5. The dotted line depicts the income side of the equation, while the solid line represents the cost side. If all factors (growth, income sources and costs) hold as projected, the service should break even and begin to pay a dollar dividend during Fiscal Year 1985 (the fourth year of operation).

Analysis

In the final analysis, DMACC decision makers must weigh the value of this proposal against other proposals and current services of the institution. That evaluation will determine whether the implementation of the Extended Learning System is warranted. The decision makers are expected to weigh many features of each service in their evaluation. Some features are tangible, such as costs vs. income, and some intangible, such as the leadership of the institution in an area of common need. One study team member cited, as an example, the weighing of the Extended Learning System versus an expanded program in English as a Second Language (ESL). Certainly there are a large number of competing proposals which deserve consideration. This report is intended only to present information about the Extended Learning System so that it can be fairly considered with the other current and proposed uses of the institutional resources.

Figure 1. -

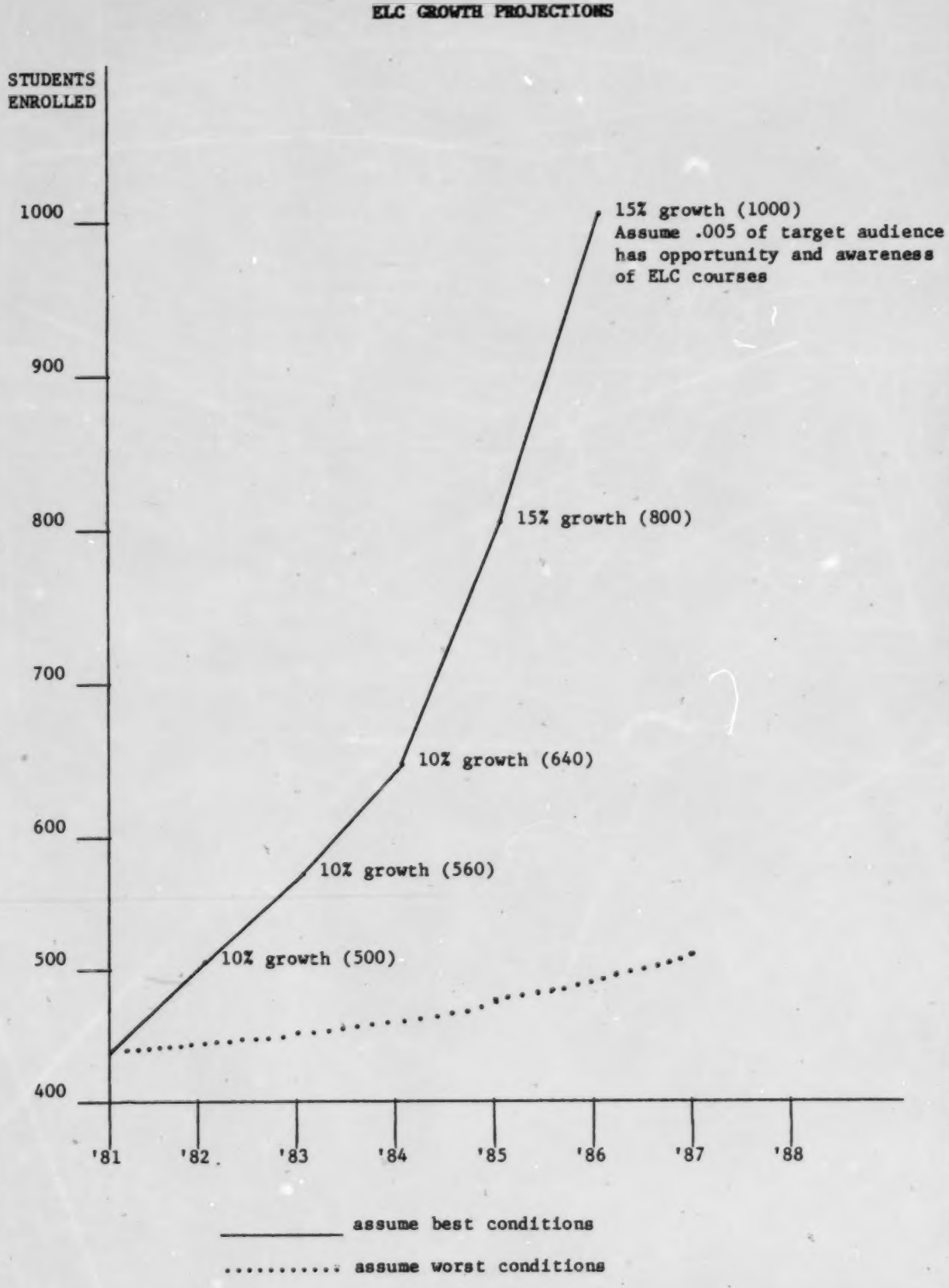

ELC GROWTH PROJECTIONS
STUDENTS ENROLLED
1000
900
800
700
600
500
400
15% growth (1000)
Assume .005 of target audience has opportunity and awareness of ELC courses
15% growth (800)
10% growth (640)
10% growth (560)
10% growth (500)
'81
'82
'83
'84
'85
'86
'87
'88
assume best conditions
assume worst conditions

Table 2

EXPENSE

	FY82	FY83	FY84	FY85	FY86
Coordinator Salary	25,000	28,000	30,000	33,000	37,000
Half-time Clerical	7,000				
Faculty Salary	5,450	6,540	7,630	9,810	10,900
Full-time Clerical		14,000	16,000	17,000	20,000
Producer Fees	5,000	6,000	6,500	7,000	7,500
Promotion	25,000	26,000	27,000	25,000	25,000
	67,450	80,540	87,130	91,810	100,400

Table 3

INCOME

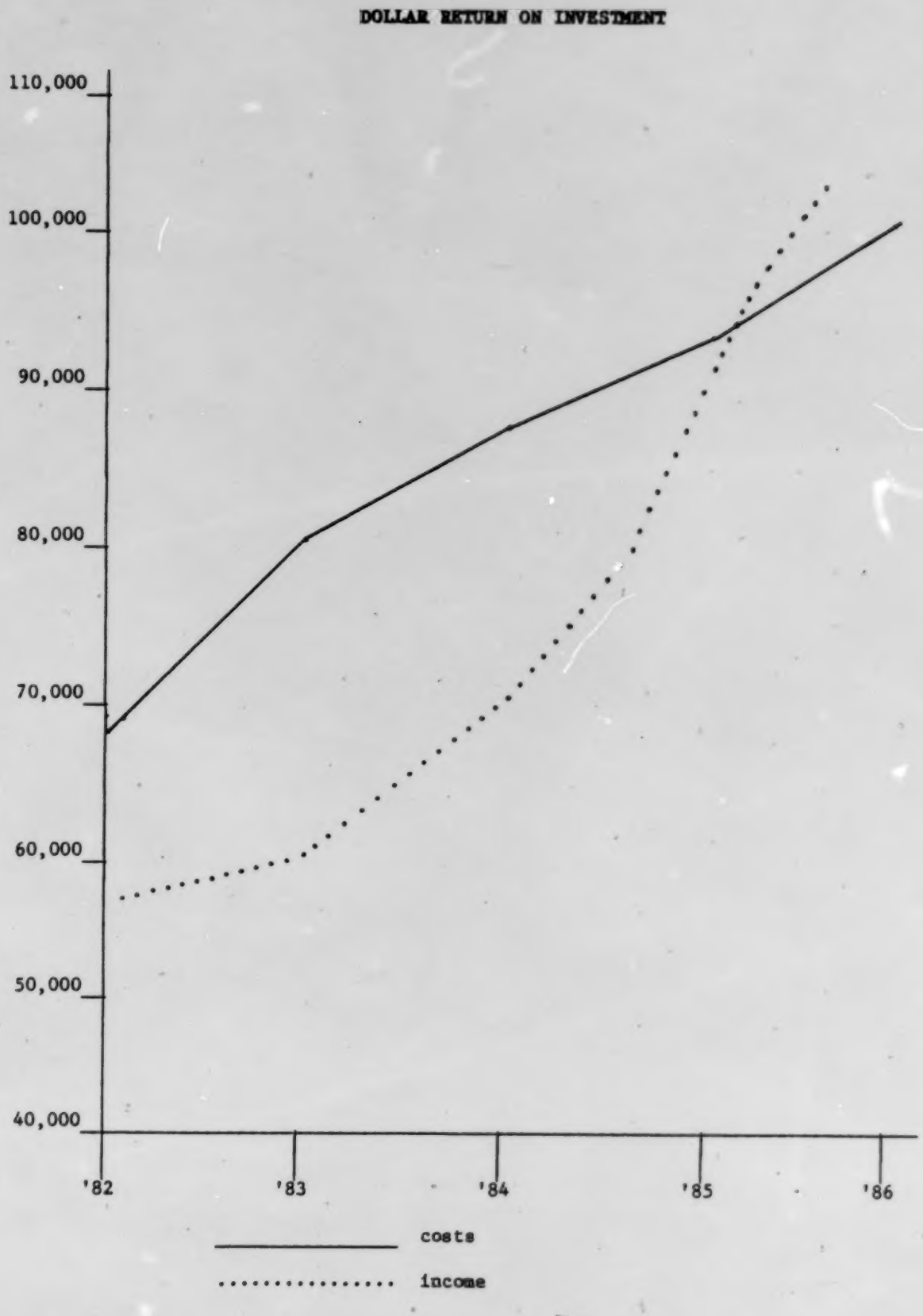
	FY 82	FY 83	FY 84	FY 85	FY 86
No. of Students	500	560	640	800	1,000
Fees	7,500	8,400	9,600	12,000	15,000
Tuition (@ 52.50/stu.)	26,250	29,400	33,600	42,000	52,500
State Reimbursement (@ 800/FTE)	26,664	29,864	34,128	42,664	53,328
	60,414	67,664	77,328	96,664	120,828

Table 4

INCOME

	FY 82	FY 83	FY 84	FY 85	FY 86
No. of Students	500	560	640	800	1,000
Fees	7,500	8,400	9,600	12,000	15,000
Tuition (@ 600/FTE)	19,980	22,398	25,596	31,998	39,996
State Reimbursement (@ 800/FTE)	26,664	29,864	34,128	42,664	53,328
	54,144	60,662	69,324	86,662	108,324

Figure 5. -


DOLLAR RETURN ON INVESTMENT
110,000
100,000
90,000
80,000
70,000
60,000
50,000
40,000
'82
'83
'84
'85
'86
costs
income

SECTION VII. RECOMMENDATIONS

The study team's recommendations fall into two categories. The policy recommendations deal with those issues we see which require internal policy decisions so that the recommended Extended Learning System will have the best possible environment for success. The action recommendations are those steps we think the college should take to insure that extended learning, as an institution wide instructional strategy, becomes a reality and evolves as a viable instruction delivery alternative for the 1980's.

Policy Recommendations

The following policy recommendations should receive action.

1. The Extended Learning System should be funded as a service cost without a chargeback to the academic departments, for the following reasons:

   a. departments and divisions will be encouraged to work together to meet institutional goals,
   b. the resources are available to the total institution,
   c. participation by faculty will be greater than if charges are made to departments, and
   d. successful programs have used it.

2. Course development should be encouraged by incentive programs such as release time or additional compensation. The time required to develop extended learning material is over and above the normal time an instructor is expected to devote to course development.

3. Position DMACC as an innovator in extended learning systems and economical use of technology for extended learners.

4. EL courses should be available to on-campus full-time students as an alternative learning mode.

5. Direct task force to continually upgrade offerings and examination of new technologies.

6. Work towards goal of an A.A. degree via extended learning delivery system. (Six colleges now offer B.A. degrees using this system of educational delivery.)

7. Faculty must maintain personal contact with their students.

8. Work with Heritage Cablevision to expand cable coverage area beyond the Des Moines metro area for "channel D."

9. Establish payback to various divisions for FTEE generated (EL Office would not be self-sufficient by itself, and various college divisions would receive credit for courses offered under the areas.)

10. The college should actively investigate and plan the utilization of small "blocks" of instruction (perhaps 2 or 3 weeks in length) which are college credit-bearing and may be chained together to regain the characteristics of our "traditional" college courses.

11. Some consistent guidelines should be adopted which make course numbering consistent for classes of courses from different programs. In the same manner, consistent guidelines should be adopted for determining the credit value attached to courses.

Action Recommendations

The following action recommendations should be adopted.

1. The college should adopt the System for Extended Learning recommended in this report and move ahead with the implementation plan which we have described.

2. Unite all EL courses under direction of a coordinator whose authority is clearly defined (budget management, supervision of faculty and staff, etc.) and whose location of the college organization is clearly delineated.

3. Locate the Extended Learning function in the college organization so that its services are most equitable and advantageously provided.

4. Provide instructor support for mailings, etc.

5. Better utilize channel D for career options, live broadcast, etc.

6. Expand/develop correspondence courses.

7. Establish off-campus centers for extended learners.

8. Registration/student records, policies/procedures should be adapted to eliminate the phantom grade awards (D) and agency reimbursement curtailment which currently occurs when Extended Learning course schedules extend beyond the college quarter schedule.

SECTION VIII. SUMMARY

The future of education is in the ability to foresee change and the ability to adapt to and cope with these changes. There is increased attention toward the changes in alternate ways to deliver education to extended learners.

Extended learning at DMACC is presently offered in only two learning modes: telenet and television. Both have the potential for expansion to provide more and better opportunities for the extended learner, however they have had problems with funding and internal commitment and therefore have not been viable alternative delivery systems.

Carroll Bennett, Vice President of Instruction, requested recommendations for systematizing the delivery of instruction to extended learners, in particular the non-congregate learners. Tom Nelson and Maurice Mitchell co-chaired the committee whose mission was to investigate the extended learning needs, design an extended learning system to reflect these needs, plan for the implementation of this system, and justify the costs for the proposed system. Sections I through VII of this report document the planning, needs analysis, design and implementation for the system, costs and benefits, and the recommendations of the project team for adoption of an Extended Learning System.

Planning Session

The project activities began on January 20, 1981. The project planning session defined the scope of the project to be TO DESIGN A SYSTEM TO DELIVER NON-CONGREGATE INSTRUCTION TO REMOTE SITES: HOMES, BUSINESSES, AND SO FORTH. To further refine this task, areas of emphasis were also defined as: non-traditional students, curriculum, telecourses, correspondence courses, radio/audio courses, and other delivery technologies. To insure that the extended learning system would be compatible with and complementary to other facets of the college, the project team members described specific criteria:

* the extended learning system should complement existing college efforts,
* every effort should be made to define the most applicable technologies for delivering extended instruction,
* a general course structure must be defined,
* the roles of student, instructor, and author must be defined,
* clearly and comprehensively define administration of the system,
* student support services such as registration and counseling services must be defined for the project,
* plan for marketing the extended learning services to the community,
* clearly define the responsibility for supply of instructional delivery equipment,
* courses and instruction used in the extended learning system will be used in on-campus instruction as well, and
* policies and procedures regarding the geographical boundaries of these services should be recommended.

Needs Analysis

The needs analysis consisted of an analysis of the various problems faced by prospective students and their needs for alternative deliveries of instruction. A variety of people (DMACC staff, local business persons, prospective students, current extended learning students, and other schools with extended learning services) were interviewed to determine the problems and needs which could be remedied by a formal Extended Learning System. Three types of interviews were conducted: face-to-face interviews individually conducted by project team members with DMACC faculty and staff and local business persons, face-to-face interviews in a group setting with current extended learning students, and telephone interviews by one team member with prospective students and other schools offering extended learning services.

Interview team members identified the areas of concern and interest where an extended learning service could be an effective solution. These areas then became the basis for the recommendations of the project team.

System Design and Implementation

Based on the needs analysis information and information regarding policies and procedures of other schools that offer extended learning services, four primary objectives for the Extended Learning System became:

* to provide an appropriate and comprehensive curriculum to meet the extended learning needs of our district;
* to provide the structure for offering and managing college services to extended learners;
* to provide mechanisms for offering and updating the extended learning curriculum; and
* to provide a support staff to perform management and mundane tasks of communication, information processing, and record keeping.

To meet these objectives the Extended Learning System design consists of the current college services, noncongregate (extended) students, and the interface element (some extended learning services and staff). These services can be divided into two major components: the curriculum subsystem and the administrative subsystem. The curriculum subsystem functions include the selection and scheduling of courses, and the evaluation of course offerings, future courses offerings, and the system performance as a whole. Administrative subsystem functions include the promotion of the curriculum, provision for faculty, student recruitment and enrollment, coordination of activities, communication, and supervision.

The plan for implementation was developed using a "matrix approach." The areas of implementation comprised one dimension of the matrix and the academic calendars the other dimension. Areas of implementation include the establishment of an extended learning center and selection of a coordinator by the Spring of 1982, half-time clerical help to be expanded to full-time by the Fall of 1983, promotion of extended learning services, expanded cable coverage, on-campus extended learning courses, correspondence courses, radio/audio courses, computer assistance, off-campus sites, and the formal evaluation of the Extended Learning System.

Cost and Benefit Analysis

The costs of implementing and operating an extended learning system include costs for coordination, clerical support, faculty, promotion, and producer fees. Costs for the first five years of the system can be projected based upon the plan for implementation.

The most significant benefit to be derived from the system is the improved quality of instruction accounted for in the number of students who will be able to enter into instruction and contribute to their personal careers and to society. Improved quality of instruction also manifests itself in other benefits such as: alternate delivery systems, flexible learning resources, increased institutional communication, new perspectives in teaching, and the convenience offered to non-traditional students.

One of the benefits from the system is the additional source of income for the college. The dollar return on investment can be projected and if all factors hold the extended learning services should break even and begin to pay a dollar dividend during the fourth year of operation.

Recommendations

The project team's recommendations fall into two categories. The policy recommendations deal with those issues that require internal policy decisions so that the proposed extended learning system will have the best possible environment for success. The action recommendations are those steps the college should take to insure that the Extended Learning Center becomes a reality at Des Moines Area Community College.

The primary recommendation is that DMACC adopt the system for extended learning as recommended in this report and employ the plan for implementation described in the report.

APPENDIX A

Planning session invitation and handouts

December 15, 1980

Carl Rolf

Maurice Mitchell

Extended Learning Project

The 1980's pose numerous challenges for instruction at DMACC. One of those challenges is the delivery of instruction to non-congregate individuals (in homes, businesses, etc.) off campus. We are already meeting a few needs through our telecourses in Arts & Sciences and our correspondence courses in Career Education. During the next six months we will embark on a major planning project to define, systematize, and expand our energy and offerings in this extended learning arena.

The project kick-off will be a planning session on Tuesday, January 20, 1981. The meeting will take place in Bldg. 2, Room 15, at 1:00 p.m. Your ideas and expertise are extremely important to the success of this planning session. Several pieces of information are attached to acquaint you with some general issues of the project. Please come to the meeting prepared to add your ideas on how these issues can be treated. Names of persons who have expertise, interest, or needs in the extended learning arena (students, employees, business, home-bounds, faculty, etc.) will be tabulated for interview, so think ahead.

djs

Enclosures

cc: Carroll Bennett

cc: Carl Rolf
Bob Mitchell
Lynn Albrecht
~~Melody Kragenbrink~~ Kathy McNally
Norm Luiken
Don Holland
Clair Fisher
Don Kaesser
Laurie Campbell
Barb Johanningsmeier
Don Huntoon
Lloyd Miller
Al Suby
Harold Gamm
Gary Wilcox
Richard Lintner

COPY

EXTENDED LEARNING

AN ATT STUDY PROJECT

59

Task Force on "Extended Learning"

Scope of project: Design A System To Deliver Non-congregate Instruction To Remote Sites:

* Homes
* Places of Business
* ETC.

Areas of Emphasis:
* Non-traditional students
* Curriculum
* Telecourses
* Correspondence courses
* Radio/Audio
* Other delivery technologies

Outcome of Project: A Report which recommends:

* System Architecture
* Implementation Plan
* Cost-Benefit Analysis

The project should:

* COMPLIMENT EXISTING EFFORTS
* DEFINE THE TECHNOLOGIES
* DEFINE A GENERAL COURSE STRUCTURE - "What the packages look like"
* DEFINE THE ROLES OF:
  - STUDENT
  - INSTRUCTOR
  - AUTHOR
* DEFINE THE ADMINISTRATIVE SYSTEM
* DEFINE THE STUDENT SUPPORT SERVICE
  - REGISTRATION
  - COUNSELING
* DESCRIBE A MARKETING PLAN
* DEFINE RESPONSIBILITY FOR INSTRUCTIONAL DELIVERY EQUIPMENT
* MAXIMIZE DUAL-USE OF INSTRUCTION ON/OFF CAMPUS

Project Process -

* PLANNING SESSION	TUESDAY, JAN. 20
* NEEDS ANALYSIS	1/21 - 3/20
- interviews	
- reference visits	
* SYSTEM DESIGN	3/23 - 4/3
- objectives	
- architecture	
* IMPLEMENTATION PLAN	4/6 - 4/10
* COST and BENEFIT ANALYSIS	4/13 - 4/20
* FINAL REPORT	FRIDAY, MAY 8

Project Personnel -

* Task Force
  - Nick Bellizzi
  - Joanne Westergaard
  - Lois Campbell
  - ~~Brad Osgood~~
  - Maurice Mitchell, ch.
  - Tom Nelson
  - Eldon Walton

*Staff
  - Maurice Mitchell
  - Tom Nelson

Tenative TASK FORCE meeting dates

Tuesday, Jan. 20

Thursday, March 19

Monday, March 30

Friday, April 3, Executive Review

Thursday, April 9

Monday, April 20

Wednesday, May 6

Friday, May 8, Executive Final Oral Report

Thursday, May 21

INTERVIEWS

Sources of Need

* BUSINESSES IN OUR AREA
* CABLE SUBSCRIBERS
* NON-TRADITIONAL STUDENTS
  - job responsibilities
  - wish to try a college course in private
  - home bound

Sources of Expertise

* FACULTY
* LITERATURE
* OTHER INSTITUTIONS
* TECHNOLOGY VENDORS

APPENDIX B

Executive review correspondence and handouts

DATE: August 31, 1981

TO: Carroll Bennett, Vice President, Instruction

FROM: M. C. Mitchell, Director, Instructional Development

RE: Executive Review

Your executive review of the extended learning project is scheduled for 3 o'clock on Wednesday, October 7th. I have reserved Room 25B in Building 2 so that we can accommodate as many guests as you may wish to invite. I understand that you want me to put an open invitation in the Bulletin and I will gladly do so. In addition, Tom and I will submit a list of individuals we believe may find the presentation meaningful. This list may augment any people you wish to invite. At sometime toward the middle of September if you will give me the names of the people you wish invited, I will send an invitation to them.

ss

COPY

DATE: September 28, 1981

TO: Ruth Aurelius, Chuck Baugous, Tom Beck, Don Bell, Gene Boldt, Joanne Brown, Rich Chapman, Marge Clark, Ted Clinkenbeard, Pete Everett, Clair Fisher, Harold Gamm, Julie Gingerich, Rick Giudicessi, Tom Guerdet, Byron Hamilton, Zack Hamlett, Bruce Hann, Don Huntoon, Barb Johanningsmeier, Bill Johnson, Melody Kragenbrink, Denny Krehbiel, Richard Lintner, Norm Luiken, Jerry Manning, Denny Marten, Bob Mitchell, Wayne Neal, Dave Palmer, Terri Phares, Kriss Phillips, Henry Praeger, Merrill Rees, Carl Rolf, Jack Rolinger, Ben Shlaes, Del Shepard, Burgess Shriver, Al Suby, Gary Wilcox, Dick Yach

FROM: Mitch Mitchell

RE: Executive Review of the Recommendations of the Extended Learning Task Force

COPY

At 3:00 p.m. on October 7th in Room 25B of Building 2 the Extended Learning Task Force will present its final report and recommendations on an Extended Learning System for the Des Moines Area Community College to Carroll Bennett. You are cordially invited to attend this informative presentation.

I know that you are interested in what the college is doing and the distance learning environment in Central Iowa. I am sure that you will find this session most informative and I hope that you can attend.

djs

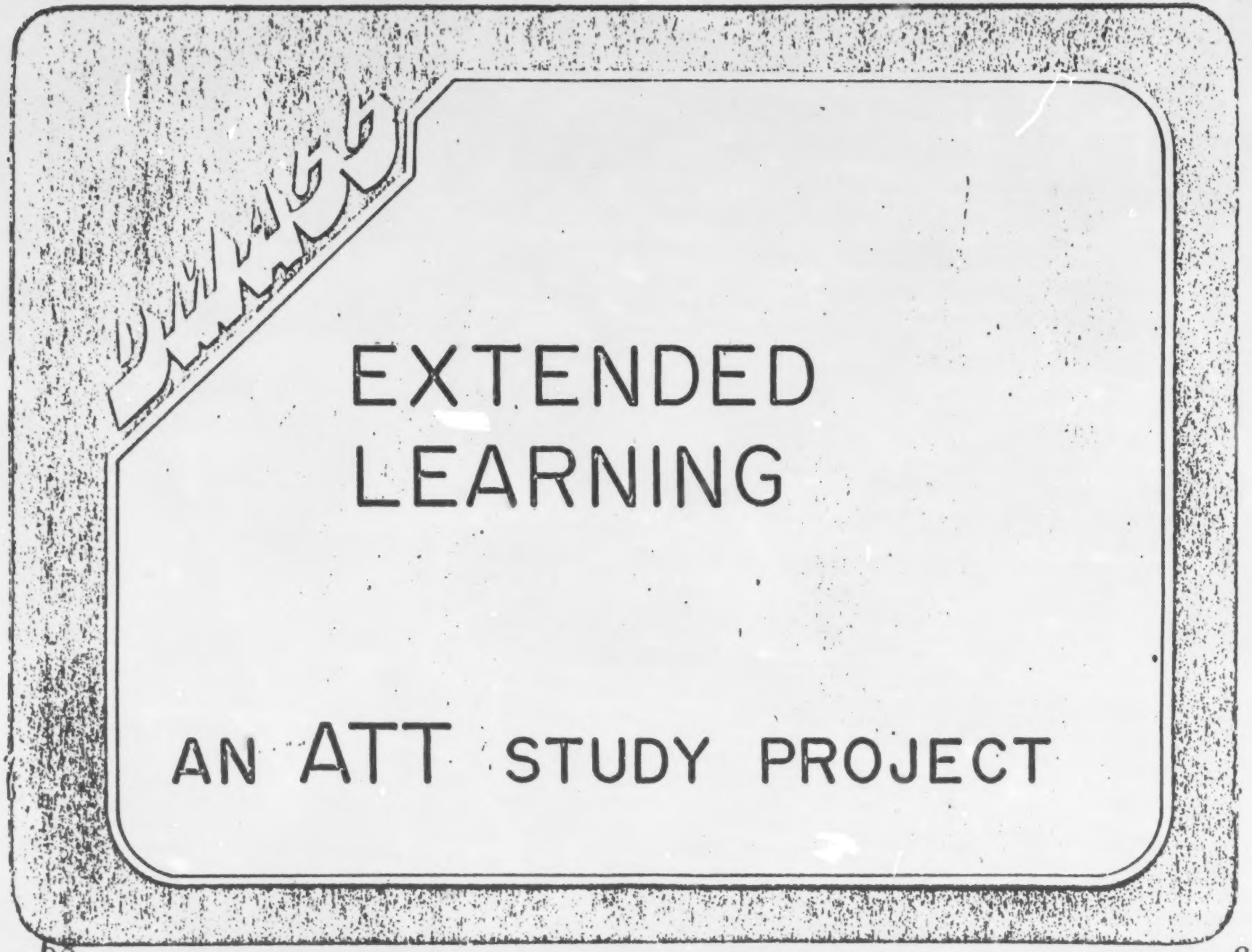
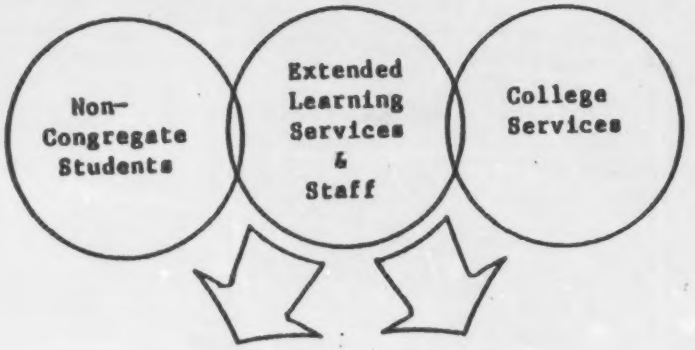

EXTENDED
LEARNING
AN ATT STUDY PROJECT

Fig. 1. THE EXTENDED LEARNING SYSTEM



CURRICULUM
SUBSYSTEM
FUNCTIONS

SELECT: Courses

SCHEDULE: Courses (with delivery vehicle-IPBN, CATV-D, NPR, etc.)

EVALUATE: Current offerings, future offerings, system performance (all facets)

ADMINISTRATIVE
SUBSYSTEM
FUNCTIONS

PROMOTE: Course offerings

RECRUIT: Faculty & Students

ENROLL: Students

COORDINATE: Student bookstore purchases, learning, resources

COMMUNICATE (WITH STUDENTS): phone, prepare/process mailings, record student activity, score routine assignments & tests

SUPERVISE: Faculty & Staff

Fig. 3. THE CURRICULUM POOL (HYPOTHETICAL)

		TELECOURSE	CORRESPONDENCE
CREDIT	ACADEMIC — CORE	Marriage a Family In Our Own Image	Death and Dying: Challenge and Change (CGN-UCSD)
	ACADEMIC — ELECTIVE	Podium Poise Applied Sketching	Taxation: Myths and Realities Oceans: Our Continuing Frontier
	C.E.U.	Effective Writing for Executives (T/L)	Finance and Accounting for Non-financial Managees (VLS) COBOL (VLS)
NON-CREDIT		Keep It Running Geneology Burglar Proofing	Energy and the Way We Live (CGN-UCSD)

SOURCES:

PTV-3
ACSN
IPBN
Time/Life
DMACC

CGN-UCSD
VLS

MMI.11

Fig. 4. PROCESS FOR DELIVERING CURRICULUM

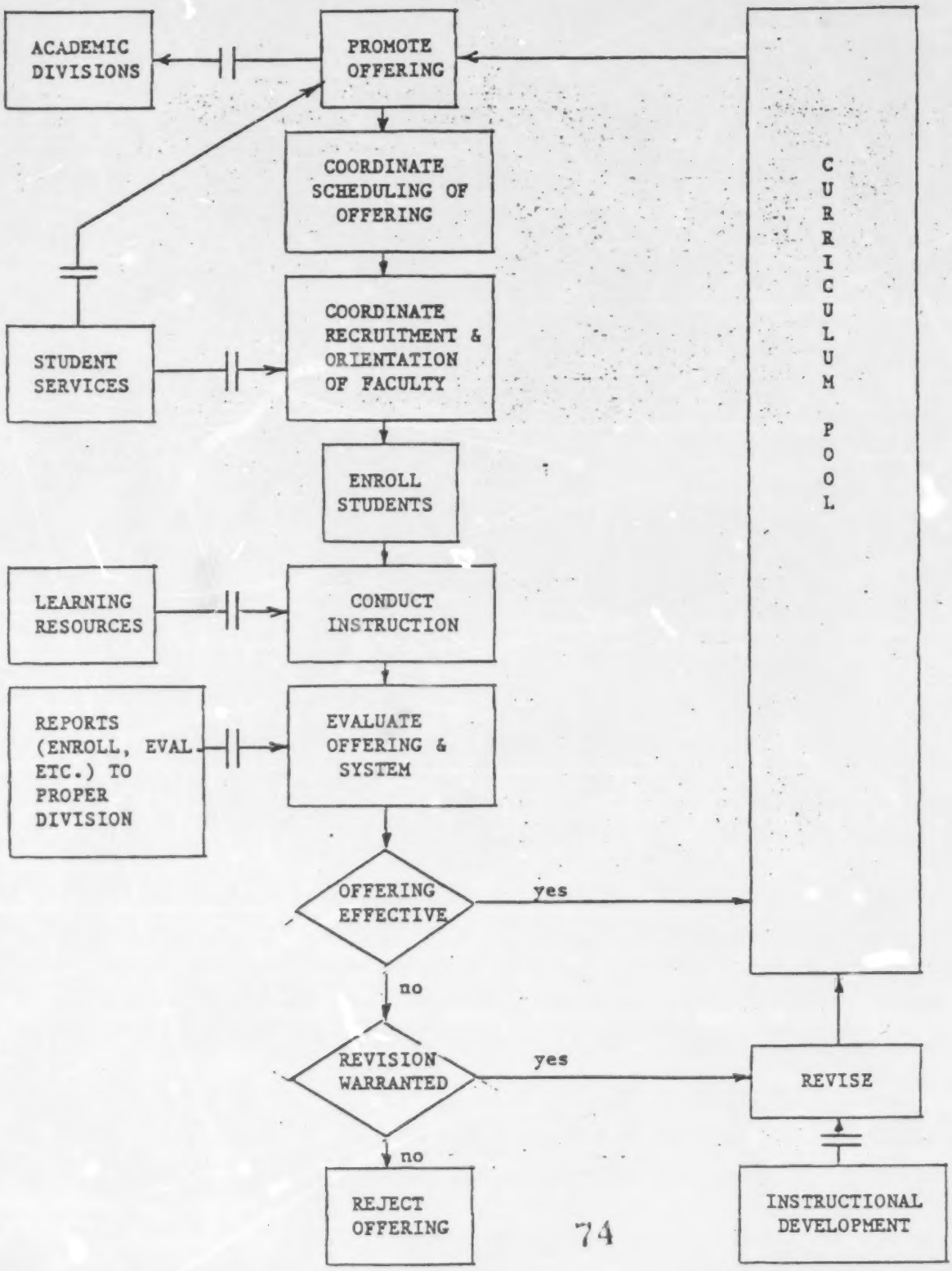


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Fig. 5. PROCESS FOR UPDATING CURRICULUM POOL

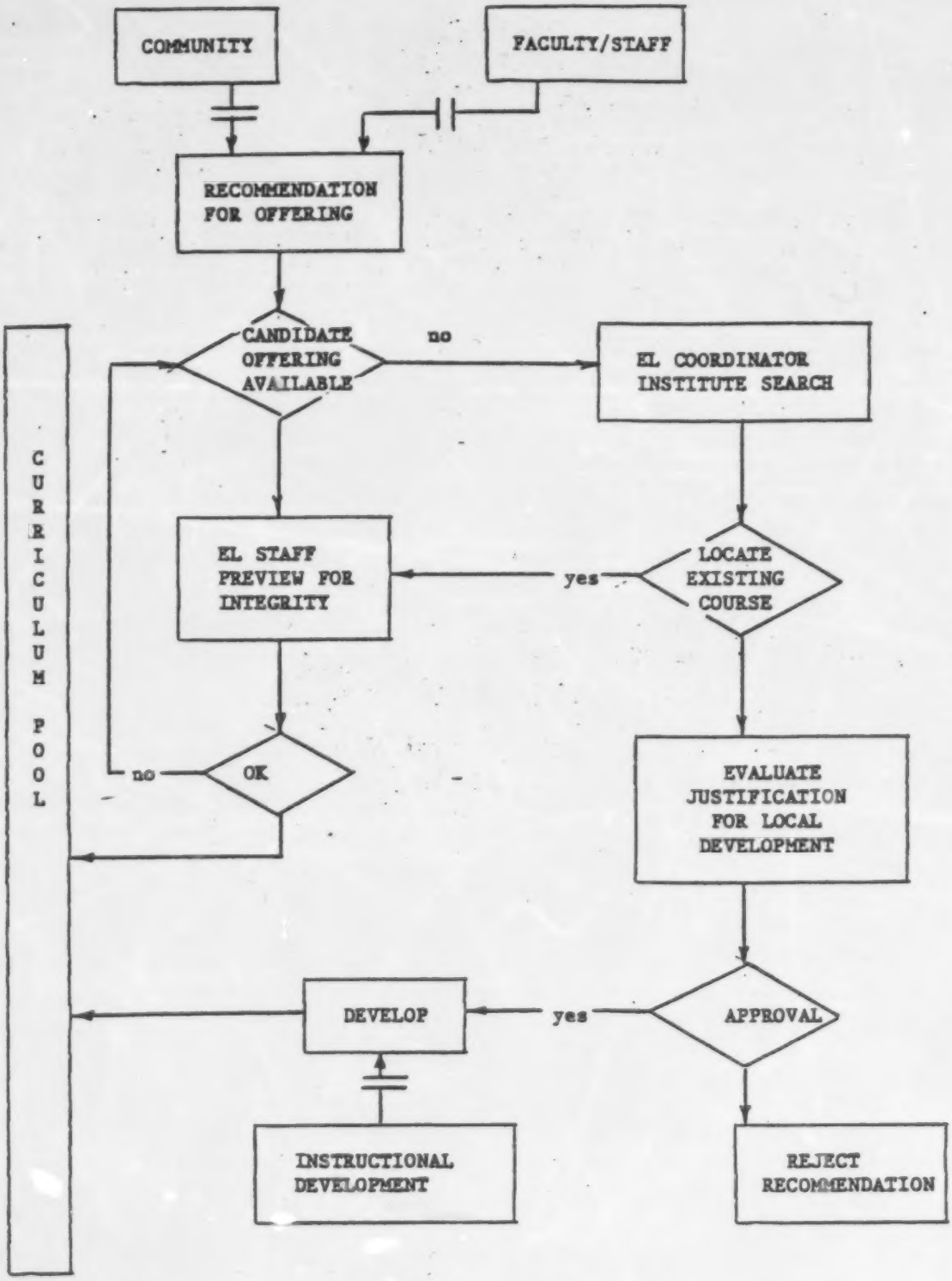
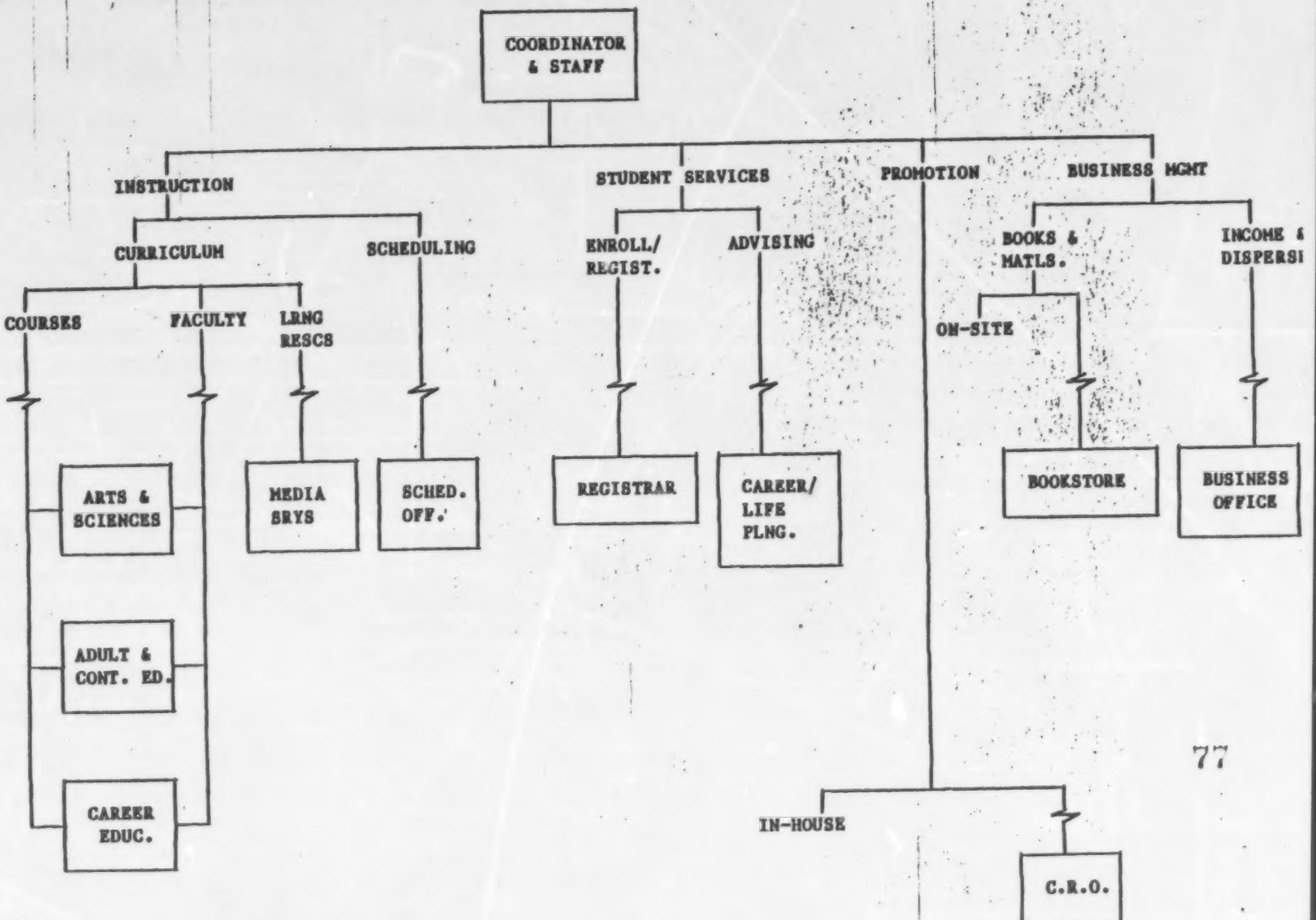


Fig. 6. ADMINISTRATIVE SUBSYSTEM ORGANIZATION (BY FUNCTION)



EXTENDED LEARNING TASK FORCE
1981

Recommendations

I. Policy
- A. DMACC will make a full commitment to Extended Learning
- B. Extended Learning will be funded as a service
- C. FTEE generated will be credited to sponsoring division
- D. Total degree program offerings will be considered
- E. Extended Learning will be expanded to on-campus offerings
- F. Effort will be made to expand cable TV offerings
- G. Institutional consideration will be given to consistency in course numbering and credit assignment
- H. Small blocks of instruction will be considered for 1 credit
- I. An incentive program for course development will be designed
- J. Guidelines will be established for faculty/student contact
- K. A form of the Task Force will continue:
  1. To upgrade offerings
  2. To stay current with technological charges

II. Action
- A. The Extended Learning system will be adapted
- B. Such adaptation will assume implications as follow:
  1. Extended Learning will be positioned in the college organization to best serve all divisions
  2. All Extended Learning offerings will be supervised by the Extended Learning Director
  3. Responsibilities of the Extended Learning Director will be specifically defined and will include:
     - a. establishing a process for registration and record keeping for Extended Learning students
     - b. providing support for Extended Learning instructors
     - c. co-ordinating potentials for expanded Channel D TV offerings
     - d. developing/expanding correspondence courses
     - e. establishing off-campus Extended Learning Centers

ACCESS SYSTEMS

Technology	Potential Audience	Direct Cost of Service to User (Excluding one-time cost of receiver)
Broadcast	Everyone within signal area with receiver (For radio SCA service, special receiver required)	Free
Cable	Subscribers only (residential, institutional) within franchise area	Monthly subscription charge
Instructional Television Fixed Service (ITFS) (point-to-point microwave)	Persons at viewing center locations or in classrooms	Free or included in course fee
Videodisc and cassette	Anyone with playback unit (individual or institutional)	Purchase of tapes, discs
Data/computer networks	Anyone with access to terminal (individual or institutional)	Costs vary depending on services required and on supplier chosen
Satellite	(Satellite is currently used as a mission linkage among and within other distribution technologies; in the future direct satellite-broadcast services will be available to those with proper receiving equipment.)	(It is expected that users) of direct broadcast satellite will pay fees on per program or monthly basis.)

*Adapted from a report prepared by Carolyn Perkins, California Public Broadcasting Commission.

APPENDIX C

List of persons interviewed, sample correspondence, agenda, and interview reports for the needs analysis

APPENDIX C WAS COMPLETELY
ILLEGIBLE AND HAS BEEN
DELETED

same to: Jack Rolmiser
Bill Johnson
Myera Mauser
Dave Fisher

February 9, 1981

Dave Palmer

Maurice Mitchell and Tom Nelson

Extended Learning Project

A faculty and staff task force of the Des Moines Area Community College is studying the need in our eleven-county area for off-campus instructional services to individuals. During the next fifteen weeks the task force will be spending considerable time identifying and analyzing the needs accorded to various people in our community.

The direct result of our study will be a detailed report to Carroll Bennett, DMACC Vice-President for Instruction, which will recommend a course of action. That plan will detail the best way to deliver "extended learning" services to homes, businesses, or other off-campus locations at the convenience of the student. The course of action will emphasize several key areas:

* serving the needs of students who cannot, or do not wish to travel to a campus to join in a group educational experience.
* finding several sufficient technologies, such as courses by television, radio, and correspondence, which can deliver the college's programs to these students.
* how to administer an "extended learning" service.

To gather the information necessary to design DMACC's extended learning service, the task force will interview several dozen people from our community. Because you have some expertise as a faculty member in an "extended learning environment," we've identified you as a key person who could provide valuable insight to us about the feasibility and shape of an extended learning service. We would like to interview you. The interview will address:

* problems or difficulties which you encounter in teaching extended learning courses.
* benefits you, and the college, might realize if the problems were overcome.
* the kinds of programs or courses which you think have an EL market.
* the kinds of services you would like provided to make your job easier as an EL faculty member.
* and other relative issues.

A copy of our notes of your interview will become a formal record in our report.

~~The interview will take~~ approximately one hour. During the next several days either Betty Apland, my secretary, ~~or I~~ will be contacting you to finalize arrangements for the interview. I cannot stress enough the importance of your information, perspectives, and opinions.

ss

COPY

FACULTY

Pre-interview Team Briefing:

* Background on the interviewee

* What is the person's "category"? other possible perspectives or interests?

* What is the attitude of the interviewee toward the study?

Interview Team:

1 person lead questioning
1 person records

Questions:

2. Introduce the Project!

* What--serving the needs of students who cannot, or do not wish to travel to a campus to join in a group educational experience.
--finding several sufficient technologies, such as courses by television, radio, and correspondence, which can deliver the college's programs to these students.
--how to administer an "extended learning" service.

* Why

* How --we're designing an overall system based on problem solution needs, rather than force things into extended learning on any particular delivery technologies

* Feedback

---

2. Function of Person/Program?

3. Problems or difficulties which you encounter in teaching extended learning courses.

4. Benefits you, and the college, might realize if the problems were overcome.

5. The kinds of programs or courses which you think have an EL market.

6. The kinds of services you would like provided to make your job easier as an EL faculty member.

7. Volume ("how many people; how many times per day, etc.")?

8. Peak Periods?

9. Access/Delivery Center? (home, library, office?)

10. Remuneration/assignments

Interview With Dave Palmer and Clair Fisher
February 12, 1981

Interviewers: Mitch Mitchell, Tom Nelson, Joanne Westergard

For clarity, "DP" will designate Dave Palmer; "CF" will designate Clair Fisher's responses.

DP: We are willing to be paid consultants on this.

Mitchell gave summary of Task Force, reasons for interview with two interviewees.

DP: I'm prepared to teach TV courses, but they haven't offered any history courses over TV yet. I've taught courses over telenet.

CF: I've taught four sections of Business Law over Telenet and the TV Business course for three years. I've also been involved in an independent study project for Health Care Administration.

DP: My history course is really ready right now for correspondence.

(NOTE: DP's use of term correspondence is different than most. He sees his History course--which he has on audio tapes complete with a workbook--as a way to reach a congregate class differently. He would have tapes available, the workbook, and then meet with the class four or five times to lecture. Not a typical correspondence course.)

What problems have you faced with telecourses?

CF: The first year we had technical problems that were caused by IPBN. The second year the Media Center did not duplicate tapes as they were supposed to. We have had registration problems and book problems.

I don't think, however, that I have experienced as many problems as some have.

I have a very comprehensive syllabus and that helps.

This year, I didn't know who was in class. Last year there were really no hitches. This year, the Registrar's office started dropping people that didn't pay on time. That causes some problems.

Then Dallas Community College changed the telecourse lessons, the books, and the study guide. The changes were supposed to be ready in January, but IPBN started their Business course in December, so there were no textbooks available for the revised course. Don Huntoon ordered the wrong textbooks, anyway. He ordered the textbooks for the old, unrevised telecourse. Then IPBN decided the only way they could use the telecourse was to broadcast the old business course. So then we had the right textbooks.

But then the Bookstore people gave some of the walk-in students the textbook for the on-campus course, not the TV course. By the time students discovered the error, the TV textbooks had been mailed back to the publisher. Of course the Bookstore didn't make any mistakes, so the students that got the wrong textbooks were in error, according to Joe.

I contacted Prentice Hall and they rushed me the correct textbooks, three weeks later. By that time it was too late and I lost 10 or 12 students as a result. I send out about 30 synopsis of the telelessons and that helps the students a lot.

Some people never take the tests, they just want a feel for a college credit course.

Can we follow up on those?

CF: No way. The computer will not give us that information.

But I make myself available to students by phone and try to make contact with them at least once every two weeks, by phone or by mail.

The Resumers like the telecourses. They aren't threatened with their first college level course. I know of seven students enrolled now on our campus that started their college coursework with my Business course over TV.

I have three Saturday review sessions on campus. Those that can't make it to campus have the tests proctored by someone in their area.

Do you have any concerns about cheating on a TV course?

CF: No. The average score for proctored exams are lower than those on-campus test takers. The average is five points below the tests on campus. That's probably because they miss the review sessions before the test.

What problems have you had with telenet?

CF: Equipment! I haven't had a headset all quarter. Sometimes the equipment is not there and the Media people say "we forgot." Last Spring quarter, six of the first seven nights the equipment was not there or it didn't work.

The last time someone had to come out it was Eldon Walton. I told my class that all of the bitching they had thrown at me could be directed to the person in charge of Media, since he was the one coming out to hook up the equipment. Then I went to the bathroom for a long time.

I think there are presently two instructional problems. 1) You must put a maximum on the number of students on this campus and stick to it. Last quarter I had 35 students here and 13 in Carroll. That's ridiculous. We had planned on using the conference room in building 6 so that people could have access to microphones. We had to move to another room to hold the people. Having 35 people on this campus in a telenet class is ridiculous. 2) We need more microphones with fewer students. Right now the microphones are not accessible. Imagine having 35 students and four microphones with six foot cords. Something has to be done to run microphones across the room so people don't have to get up and walk to a microphone if they have something to say.

Slow scan TV would work and help instructors, also.

You have to go up to the other sites, too. I made two or three trips to Carroll last quarter so they could see me.

(NOTE: U. of Wisconsin, the innovators and leaders in telenet instruction, recommend at least one microphone for every four students. And they say they should be at the spot where the students are, so discussion can flow easily.

DP: I don't contemplate using it again.

I didn't have any problems the first year, but that was because Tom Nelson was there every night to make sure the equipment was set up and working properly. The second year, I had the same type of equipment problems Clair had. I sent up tapes for my History course, and that saved me, otherwise it would have been a disaster.

I've decided to use correspondence instead (extension type correspondence). I will send up tapes, have tests proctored, and make four trips to Carroll. I'd be able to cover one third or one half of the material face to face.

I'm more interested in TV and correspondence than telenet.

What about being paid for telecourses or telenet?

DP: Mine have always been overload. It makes no difference to me. We should, however, work out some formula for the number of students and the credit hours. We can make a deal with the college to make it go.

If we use part-time instructors, our standards could change. Full-time people maintain standards for courses.

CF: Why should I teach telenet for an overload for the same price that I could teach a regular class? I don't have to travel, make mailings, worry about equipment, etc. I'm tired of it. It takes more time and effort and you still get paid the same as an overload. I could be paid the same price on campus and do half the work. In fact, with 48 students, I could have two overload classes.

On telecourses, I spend hours on the phone. I enjoy the courses, but the philosophy around here is not to have equal pay for equal work. You have sections plus for the pay of one section. That's a bunch of BS. I'm burnt out. I've been promised back up, and haven't received any. I probably won't teach another telecourse, more than likely. I'm an educator, not a prostitute. I'm tired of hearing what we're going to do. They could give a damn about class as long as it works.

It's not just pay, but equity.

What would you want besides pay?

CF: Not many on campus understand the time it takes to teach a telecourse. I have five hours of teaching in a row on MWF. I have one telenet and one telecourse. I have 18 hours of regular teaching. I'm considered Career Education for load so they can get another three hours of free work out of me. But I teach mostly Arts & Sciences classes.

We need time besides money.

If this is the direction we are going to go--you have to put dedicated people in there--you need good faculty.

Our job is to make it work. It takes time. Where does that time come from? We need to let students know that we care, and it takes more time to teach a telecourse than it does to teach a regular class. You can put in 150 to 200 hours on a telecourse.

If this is an available alternative, then give faculty a package that is appealing to them. We preach quality and mean quantity around here.

If we are committed to that, then? For example, the big push around here has been the resuming students. Who did we hurt by not closing classes last week when all the schools around us closed? The Resumers. They had to stay home and take care of their children. Yet we kept the doors open and penalized them.

We have no class.

Do we need a policy statement for load?

CF: Yes. Decide if you are going to go with TV or not. If we are, then give us time and money and criteria to be followed for quality. Then we can increase numbers. Quality brings in students. Do it right or forget it.

What are the benefits to you and the college if we can overcome the problems?

CF: Not me, personally, but instruction. With the economy as it is, and the enrollment picture, we need alternatives. One of the benefits is that some of those people that take TV courses will eventually come to our campus.

Do you get as many strokes from TV as a class on campus?

CF: Not as many, but they are still there. People write letters thanking you and telling you how much they enjoyed the course. That's a bigger warm and fuzzy.

What are the disadvantages?

CF: Unless the students are readers and self-motivated, they miss an instructor. They tend to put things off.

Is social contact missed?

CF: No, but contact with the instructor is missed.

How do you feel about a degree program that could or might be offered that would allow someone to earn a degree from DMACC without ever setting foot on campus?

CF: I suppose it goes along with our campus philosophy—"The less you have to deal with full-time instructors, the better off you are."

I'm a traditionalist, and I think it's ridiculous to ever get a degree without setting foot on campus.

I have some problems with it. I think we should be more concerned about taking our services to the community.

What courses do you have in your area that wouldn't have a place in extended learning concept?

Some management courses, sales courses, any of the sciences and math.

A lot of business courses should be taught downtown. Like Drake teaching sack lunch courses over the noon hour.

We also need to centralize off-campus courses. We should have one agency or person in charge. There should be one office for off campus courses. I know a banker that was so turned off by different people coming to see him from DMACC that he decided to tell us to go to hell about using his facilities or any cooperation in courses.

We have people from DMACC duplicating travel, contacts, and so on.

We need advanced planning if you are going to put this into effect. We need people to develop TV courses now. Not in August.

Should we drop the idea?

CF: No. We are going to lose if we do, preplanning is necessary. We need to have good marketing and advertising. We can define our markets and advertise them. Like the mailing Nelson did last Fall for our computer and business courses. (A pre-sorted mailing was distributed to every business in the Des Moines metro area.)

As soon as a student registers, a contact has to be made welcoming that student to the college.

What recommendations for us do you have?

CF: I think I've done that. But I think you could offer a TV course as both an A&S course and a Continuing Ed course. One for credit, the other for noncredit. Or we could have people just view and read the material, with instructors mailing material to them. We wouldn't get FTE, but it would be a service to them. And they might take another one later for credit. They could send us postage, and we would sent them the material.

Interview With Bill Johnson and Jack Rolinger
February 16, 1981

Tom Nelson introduced the project to those present. The interview team consisted of Tom Nelson, Maurice Mitchell, and Brad Osgood.

Jack Rolinger works in Adult & Continuing Education with 63 local school districts through a semi-formal agreement. The DMACC people promote and administer the Adult Education courses which the local school districts deliver. The local school districts provide the facilities and the teachers for these courses which annually reach about 12,000 people. All of these programs are CEU programs. Much of the information about this program is shared throughout the local school districts by means of newsletters. The programs are promoted and advertised through the DMACC publication, the Tabloid. Much of the programming through this arm of Adult & Continuing Education is oriented toward leisure activities, such as macrame and sewing.

Jack is also responsible for the continuing education in all counties outside of Polk County. This is particularly oriented towards the upgrading of vocational skills. The programs tend to be credit, certificate, CEU, or licensure programs for people already in a vocation who wish some continuing education. Another term for this type of programming is Career Supplemental. Approximately 2,000 people are served each year through this programming. For instance, Business Management courses are concentrated in several larger sites: Ames, Pella, Newton, Des Moines, and one other. To a large extent these courses appeal to small business who send their people to some congregate site such as a local high school for the classes. Occasionally, some of these programs are run in-house at the business where there are enough numbers to justify a class in that particular business.

Bill Johnson heads up the Adult Basic Education in all eleven counties of the merged area with the exception of those programs which operate in learning centers or through cooperative agreement with the Des Moines public school system. None of the ABE programs carry credit or CEU's. The ABE program serve approximately 5,000 people each year. The ABE programs include GED Completion, Basic Literacy, Special Education for Handicapped Students, and English as a Second Language. In nearly all of Bill's ABE programs the arrangements are cooperative with some service agency. The service agency may be expected to provide facilities (approximately 100 locations in schools, community centers, churches, businesses, hospitals, handicapped centers, etc.), recruitment and assurance of enrollment, support services, such as counselors in some of the correctional institutions, and finally instructors. The instructors fall into two categories: part-time and full-time. The highest level of cooperation is in the instance where the sponsoring agency provides all of the aforementioned services. The program is simply underwritten and administered by DMACC.

Bill's ABE programs operate in groups ranging from one person on up to full class size operations.

Bill has attempted, through television services, to operate a home evaluation program for the GED.

Some of the needs for ABE services are determined through census data. Some are developed through cooperative agencies which request DMACC services and some are determined through public promotion and recruiters. Bill operates a cadre of part-time recruiters who are paid somewhere over $3 an hour to ferret out people who need ABE services. Both Bill and Jack operate independent recruiting programs. On occasion, each may have a recruiter approaching the same business and training agency. However, the recruiters are looking for different levels of programming. In Jack's case it would be looking for mid-management, upper-management possibilities, and in Bill's case he would be looking for people in need of Adult Basic Education services. In the GED experiment over the TV, first offered through KDIN and then through the Iowa Public Broadcasting Network, the situation is really somewhat unknown. One of the problems that confronts the ABE folks in trying to work through television is they don't know the entry level of the students who elect to take the television instruction. They really don't know whether the students are really ready for the instruction or whether they have already mastered the instruction and are simply wasting their time. Both Bill and Jack view the TV work as more promotional and motivational than instructional. It seems to serve to get folks into their system of regular instruction through tutors or class size units in some facility. They currently, when operating television instruction, charge no tuition. The only expense to the student is the cost of the instructional materials (somewhere between $5 and $7 dollars). Bill has noted that many students who started their ABE program through television have followed-up a number of years later with completion through some other delivery form such as class size units. One of the biggest problems that Bill sees in dealing with ABE students is that they need to be led through their instruction very carefully. For the most part, they don't know how to learn and so the interaction between student and teacher needs to be very very strong and highly structured.

In an extended learning environment, many of the Adult Basic students would sign up only if they got something. Otherwise, they just tune in and wouldn't bother to register. Jack mentioned a correspondence course that was operating with the Vernon Company through Norm Luiken. He suggested that correspondence was a good technique for those in small companies who couldn't break away to join in a congregate operation. Most of Jack's programs are skill courses and by the same token, most of those people who are turned away from Jack's courses are desiring skill programming which Jack can't offer because he can't get enough people together, or the equipment is too expensive for small groups, or he can't find an instructor. A good example of this is an instance at Farmland Industries where he has had a request offer of a Basic Electricity program for five employees. Because of all of the reasons cited above, he is not able to offer that right now. One of the

problems that the adult people face is as budgets go down their minimum class size is driven up which certainly aggravates the problem of trying to serve a small number of people. Some of this could be enhanced by the use of telenet and slow scan TV where groups in several different sites could be serviced by one instructor. The programs which are popular off of the campuses tend to be essentially the same programs that are popular on our campuses.

Brad Osgood talked, in a comment, that one of the difficulties in our programming was trying to meet the needs of people who work the odd ball shifts and couldn't take advantage of courses because of their scheduling.

Forty-one percent of those over 25 in our merged area haven't completed high school. Bill Johnson suggested that there is a very limited application of passive consumer instruction, such as one way instruction by television for consumer education. Bill also mentioned that one of the chief difficulties in dealing with the special education for the handicapped is the extremely limited amount of materials which are available.

It was mentioned that many adults simply seek out educational services when they have a need. For example, when someone is intending to build a patio for their house they look around to see who has programming or materials available. Very often they go to a workshop put on by a local building supplies house, such as Wicks Lumber. Both Bill and Jack supported the idea that it would be good to have these kinds of materials placed in the public libraries and take advantage of the public libraries for the development of some of our off-campus instruction.

One of the major problems with delivering educational services is that we are competing for people's attention with other activities. The example given is that people would rather watch Charlie's Angels.

The chief payoffs to the college and to our clients are that an extended learning service certainly would attract more people to the college and generate more FTEE's. On the other hand, people would be able to avail themselves of more services that would otherwise be unavailable because of the inconvenience of our facilities or schedules. As we are able to better serve the community, our image in the community would certainly be enhanced, which would in turn provide a stronger lobby in our favor among the agencies responsible for providing the financial base of the college.

Some of the suggestions which would make an extended learning program appealing to the on-going college programming would be that any credit or FTEE's gained through the agency would be passed on to the regular academic programs of the college. This would remove some of the competitiveness that the current programs might feel. In other words, they should feel less threatened by this added service. Certainly a big

question that comes up is where do we draw the line on services. In other words, should we be doing all of these different things. Who should we be offering services to and how should we accomplish that? In other words, what's the mission of the college and is an extended learning service compatible with that. Bill suggested that certainly an important component of an extended learning system would be some mechanism for pre-assessment of the student to determine the appropriate starting point for the student in his or her education. There was a recommendation that we survey the community Adult Ed directors to get their impressions on what services the people out in the communities would like to receive from DMACC that they are not currently receiving.

psz

DATE: May 14, 1981

TO: Dave Palmer and Clair Fisher

FROM: Mitch Mitchell, Director, Staff Development

RE: Synopsis of Your Extended Learning Interview

COPY

Thank you for taking the time to meet with Tom Nelson, Joanne Westergard, and me and sharing some of your thoughts on extended learning with us. It is very helpful to have the benefit of your thinking in this area.

As indicated at the beginning of the session, we prepared a set of minutes to serve as an informal record of the topics that we discussed during the meeting. The notes will be a useful reference tool for the project staff as we continue with the process of designing an extended learning system for DMACC.

Though they are informal, we want them as accurate as possible. To this end we would appreciate it if you would take a look at the enclosed copy and make whatever corrections, changes, and extensions that are necessary so that it is an accurate reflection of your comments and assessments. Feel free to add any items which may have been overlooked in the original discussion of your needs, and to highlight those topics which are of prime importance to you. If possible, please return the edited copy to me within the next ten days.

Thank you for meeting with us and giving us the benefit of your thoughts on this subject. I apologize for the delay in getting the transcripts of the meeting to you and hope that the long time period between receipt of these transcripts and our discussion won't have dulled your memory too much.

ss

Enclosure

March 4, 1981

Nancy Wright

Mitch Mitchell

Extended Learning Interview

Thank you very much for providing your opinions and insight to us in our interview with you last Monday afternoon. As I mentioned at that time, your opinions and information which you passed along to us are extremely important as we try to find better ways to serve the DMACC community.

I have enclosed a copy of our notes of our conversation. Would you look these notes over and call me regarding any necessary additions, deletions, or other changes which might be warranted. If I don't hear from you in the next several weeks I will assume that the information, as we have noted it, is okay. This information then will become a part of our formal record and a copy of these notes will be included in our final report to Carroll Bennett.

Once again, thanks very much for taking the time from your busy schedule to share your opinions and ideas with us.

pmm

Enc.

COPY

Interview Report for Nancy Wright
February 23, 1981
2:00 P.M.

What is your function and program?

Nancy is an Admissions' representative for DMACC. Her specific objectives are to identify and inform nontraditional populations of DMACC services. She concentrates primarily in the business & industry area, community agencies, community organizations, and does some work with the general public. Nancy defines nontraditional students primarily in two categories: those who have thought for a long time about coming back to school or going to school for the first time, those whose decision has been long in coming and have given a great deal of thought to it; and, those who are facing a mid-life career change and in a much shorter time frame have decided to do something about it now regardless of any other issues.

What are the problems or difficulties which keep students from attending our regularly scheduled courses at one of the campuses or in their community?

Nancy listed a number of different issues in this area. She reported that one of the major issues in deterring attendance and enrollment are the lack of flexibility in the times of day in which students can take advantage of coursework. She also quoted that the distance that students had to travel to the campus was an issue. She noted that, in her experience, if you take all of the necessary information about DMACC services to the people and show them how to take the next step in taking advantage of DMACC, they ~~generally will~~ go ahead and take that next step. Because Nancy and her colleagues do have established contact with the public and are definitely experts in meeting and locating students who would like to take advantage of our services, we need to establish close liaison with Nancy and her colleagues in admissions and recruiting.

What are the benefits students might realize if the problems they face are overcome?

A very important consideration in dealing with ~~they~~ potential students is that the college needs to better define the articulation or lack of it for all courses and programs. Any extended learning activity certainly would be reaching the community better and thus signaling that we are better meeting the college's mission. Obviously, the extended learning concept carries the benefit of cutting the individual's direct costs for education. It helps people get skills to enhance careers they might otherwise not be able to get, and it produces a better educated public. One major benefit of such a program would be that it would help people see how their tax dollars are being spent in their community to aid the community.

What kinds of programs or courses would students be interested in?

Nancy reported that any business related courses ~~that would allow people to get back into small business~~ would be of value. She also reported that any courses dealing with the computer field were of high interest at the current time.

She noted that correspondence courses, telecourses, and courses by newspaper might ~~would~~ be well received in the community. She recommended using the community based newspapers for courses by newspaper since many people pay a great deal of attention to what they find in their community based papers.

What are the kinds of educational services the students would like delivered to their homes or places of business?

Nancy reports that people really want to know what their extended learning would buy them. Another way of looking at this question would be to say that they are interested in career planning. They want to know where the course they take will lead in their overall educational plan. Nancy reported that many of the people who take courses are looking toward promotion and would like to know how the course they're taking will relate to that promotion. Nancy recommended that one very important service we could offer would be to disseminate changes in technology, licensing requirements, and so forth, which forecasts a need for continuing education. Very often students aren't aware that changes in technology and licensing requirements are coming until it's too late and then they're caught in an education lag.

See Back

What kind of volume of business do you expect to find in the extended learning area?

Nancy predicted that if all factors were positive, its conceivable that the college could serve an additional 60,000 people per year in the credit and noncredit areas through ~~an extended learning program~~ various marketing projects and offering an extended learning program possibly in more interesting job related areas.

What are the peak times of year as witnessed by levels of student interest?

Nancy reports that far and away the time of year when the most interest is expressed is in ~~the first two weeks of~~ August, especially for part time students and those who want to be full time, but are unaware of the admission process.

Where would students be interested in taking delivery of instructional services?

Now in all 3 divisions.

The home obviously is a place ~~many people are~~ interested in doing their coursework. Many people would be willing to travel to the neighborhood schools. Nancy also believes that ~~many~~ people would travel to the site of a major local employer to take advantage of services. People from many companies may be willing to congregate at one company, or to go to that company to receive the instruction. where adults work and time and family commitments would be the time of day that TV or Telenet courseware offered is a key. 7:00 AM & 3:00 P.M. doesn't work as well for working people. They are either preparing to go to work, enroute, or there.

General

Nancy recommended that we investigate the information coming out of the DMACC marketing task force and to get ahold of a copy of the needs analysis information being extracted from the Carroll area by the Research & Development department. Nancy also agreed to forward to us the names of five potential students who for one reason or another have not taken advantage of DMACC services after expressing an interest.

psz

Memorandum

des moines area community college

2006 S. ANKENY BLVD., ANKENY, IOWA 50021

PHONE 964-6200

DATE March 17, 1981

TO Mitch Mitchell and Lois Campbell

FROM Nancy Wright NgW

RE: The extended learning interview

Location

Location

I hope you can read my changes in your notes on my extended learning interview. If you should have a problem, please feel free to give me a call at extension 556. The five names and addresses you requested follows:

Ms. Peggy Adams, 4030 13th, Des Moines, IA 50313 NA
Ms. Wanita Crouch, 309 S. Grimmel, Jefferson, IA 50129 386-4667
Mr. Eric Deseng, 2612 Arthur, Des Moines, IA 50317 NA
Mr. Larry Johns, R. R. 1, Lot 49, Indianola, IA 50125
Ms. Rita Strike, 3212 Oxford, Des Moines, IA 50313 244-5834

I checked our enrollment records as well as I could without Social Security numbers and without taking an inordinate amount of time. It's difficult to be absolutely certain that these people haven't enrolled in some way or other with DMACC--possibly through a local school even.

Therefore, when you contact them, I would suggest that you make a statement somewhat along these lines:

> "Sometime during the last year you made an informational inquiry about DMACC courses or services. If you have not enrolled or pursued your interests with us since then, will you please answer the following..."

This way, if the person has enrolled with us, we will possibly not confuse them.

Thanks for giving me the opportunity to participate in this project, and please contact me again if I can be of further assistance.

kas

RECEIVED
MAR 18 1981
MEDIA CE

Extended Learning Task Force
February 17, 1981

Interviewers Included: Lois Campbell, Maurice Mitchell, Tom Nelson

Background: Myrna Maurer has taught various processing courses in Career, Arts & Science, and Adult Ed., two TV courses; basic for the Math Department. She has had a high success ratio in television courses. The first quarter she taught, 59 of 60 students completed the course. The second time, 86 of 92 students completed the course. The course she teaches is called, "Making It Count" or Introduction to Computers.

Myrna Maurer's words: Television students require a lot of individual attention. I am on the phone a lot. I meet with groups personally. I went to their places of employment, for example, such as Job Service and Aid Insurance. I made four letters that were mailed to each students. There were two quizzes a week sent in. I had continuous contact by phone. If the quizzes came in at 10:00 a.m., I would try to get them back in the mail that day. I did all the paper work and put little happy faces on etc. I think much of the work could be done by a clerk. I also meet four different times on campus. I focused on those questions that were missed on the quizzes. At those sessions we discussed those answers. Those kinds of things I can do. We also had two review sessions and approximately 50% attended.

There were some problems:

1. The only way to teach television is with an overload. I had 5 classes from Career that was television course. I had so many students I had no time. We need more time. I don't know who will teach this next year. Everyone in computer knows the time and the number of students I was working with. It is not a factor of money, it is time. The administration backed me. Larry Swanson was paid to help me for the hands on experience when we had on campus sessions for students.

2. A large number of students. We should have 40-45 students for that course. Perhaps they should assign another instructor after 40-45 students. We could easily use two with this number of students (she is speaking of the 92 students last time she taught the course). The work load for television is heavier than for a similar course on campus. It is more paper work, more calls, students have the same needs, they require the same amount of time, they still meet on-campus four or five times. Part of the problem we had was with IPBN, Sally Ihne. Two days before the course we discovered we had a new textbook, there were two new programs to be offered, new programs had to be noted on the schedule and they weren't on the original schedule. It makes us look bad. We entered into this agreement with IPBN in good faith and it is not right that should happen. The problem was the method of evaluating. I had a difficult time with the tests. The tests that were furnished where no more than memory work and a computer course of this nature we really need more hands on experience. To make TV teaching easier, it is necessary to get critical help. When we did have on campus sessions we didn't always have computer service for the Saturday sessions. The computers didn't work. We need workers to aid with paper work. We need quick turn around time, it is very important. We have no registration problem except the computer list would be different each time Tom would bring them over. I would estimate that 50% of the students that took the course were either on campus at the time or after the course attended courses on campus. We had one or two students that used the tapes on campus. I feel I earned every cent of the pay that I was paid. But I do think that we should have smaller increments, say, every 5 students a pay break. We need a different kind of incentive for instructors for television course. When a course runs smooth you have a happy student. I think there is a tremendous market for Extended Learning Courses. The college is missing the boat if we do not teach more courses in data processing by television.

March 4, 1981

Mr. Rees Jones
Aid Insurance Company
Des Moines, Iowa

Dear Mr. Jones:

Again, thank you very much for providing the information to Tom Nelson and me in our last Tuesday afternoon conversation. As we mentioned at that time, your opinions and information which you passed along to us are extremely important as we tried to find better ways to serve the DMACC community.

I have enclosed a copy of our notes of our conversation. Would you look over these notes and call me regarding any necessary additions, deletions, or other changes which might be warranted. I can be reached by calling the College at 964-6221. If I don't hear from you in the next several weeks, I will assume the information as we have noted it is okay. This information then will become a part of our formal record and a copy of these notes will be included in our final report to Carroll Bennett.

Once again, thank you very much for taking the time from your busy schedule to give us this very important information.

Sincerely,

Maurice Mitchell, Ph.D.
Director, Instructional Development

bjm
Enclosure

COPY

Interview Report for Rees Jones
February 24, 1981
2:00 P.M.

The comments for Rees Jones are rather random as most of his comments are stimulated by recent experience with the telecourse dealing with Introduction to Computers ("Making It Count"). Rees is the training director for AID Insurance Company at its Des Moines office.

Very recently ~~two~~ one group of people from AID Insurance ~~have~~ has gone through the Introduction to Computers telecourse. There were 23 people in the [redacted] group. Rees reported that the timing of the course was definitely a plus. The course was shown in the half hour time frame before the normal working hours at AID. This enabled those AID employees who wished to take the course to come in a half hour early and watch the program on AID's wide screen television projection system. Rees was very complimentary of the instructor for the course. He felt that the teacher was one of the reasons that the course was so successful. He reported that all but two people in the class completed the course by watching all of the programs (several other people did not take the final exam). One of the reasons that the teacher was so successful was that the final was given on site. People could take the course and never leave the building which appealed very much to the AID students. Rees felt that the accommodating nature of the instructor and the fact that students had their homework returned before the next program definitely enhanced the success of the course.

If the course had not been offered in the time frame and at the high level of convenience to the student, many of those who took the course would not otherwise have taken advantage.

Some of the problems that Mr. Jones indicated was that a less accommodating teacher would definitely have been a problem. If students had been expected to the college site to take the tests, many of the students in the class would not have enrolled. Rees reported that the registration process for the last go-round of telecourses was easy and accommodating. However, the process has not been nearly as good in the past. He believes that a strong factor in enrollment has to do with the registration process. Some other thoughts by Mr. Jones included that he felt that the broadness of the courses had stronger appeal than very narrow topic areas of advanced courses. He felt that the forthcoming telecourse "You and the Law" may be quite appealing at AID and in other locations in the business community. Mr. Jones was interested in the idea that DMACC might put courses on cable television on a schedule which could be negotiated with the companies downtown to increase the convenience to those companies and their employees.

Some of the obvious benefits, according to Mr. Jones, were that individuals were able to improve their job skills conveniently. From a corporate perspective, when employees have enhanced knowledge about processes and function outside of their job, they have a higher interest in their job and in the company in general.

When questioned about the necessary lead time for taking advantage of extended learning courses, in particular telecourses, Mr. Jones indicated that they needed slightly more than two to three weeks, but that if there was too much lead time the interest would have peaked and dropped off. He did suggest that another course that might go now would be the next level up in the computer field. He noted that a number of the students were concerned about the possible datedness of materials which suggests that when dealing in skill areas and in high technology areas, we must be careful that the materials out are consistent with the latest technology being used in industry. Mr. Jones was very much attracted to the idea that we might be able to bicycle videotapes to his company for use in a more convenient time frame for their employees. Some other courses that might go, according to Mr. Jones, are a general clerical course which stressed accuracy and such general clerical skills, courses on time management and stress management, a supervision management course might draw, and he expressed a very strong interest in any customer relations/dealing with people type course. He felt that there would be a very strong demand in the local business area for courses in these last two areas. Many of the people at AID were very much in favor of being able to get the college credit toward degree programs as a factor in taking the courses.

Some additional issues that were expressed included the need for a central office to channel requests for service and information at DMACC. Mr. Jones is tired of calling the college looking for a specific typing course and being shunted through three or four different program areas before somebody can decide what the appropriate course is for his particular student. He also feels that some promotion of extended learning courses is important. In the instance of telecourses and other such courses if there is no promotional material available people feel they're missing something. Finally, he reported that they certainly would be interested in congregate classes where DMACC put the instructor on their site according to their time schedule and might even be in favor of opening the class section up to employees from other companies. The AID employees felt that telecourses were an excellent way to take college courses. They felt that the homework was about right, it wasn't too simple, but yet it wasn't too difficult and very easy to stay up with the course.

One interesting note which deserves further investigation is Mr. Jones' report that Heritage Cable TV does not come as far into the downtown area as their building. We need to know exactly where the Heritage Cable TV Network reaches.

psz

STUDENTS

Pre-interview Team Briefing:

* Background on the interviewee

* What is the person's "category"? other possible perspectives or interests?

* What is the attitude of the interviewee toward the study?

Interviews Team:

1 person lead questioning
1 person records

Questions:

1. Introduce the Project!

   * What--serving the needs of students who cannot, or do not wish to travel to a campus to join in a group educational experience.
   --finding several sufficient technologies, such as courses by television, radio, and correspondence, which can deliver the college's programs to these students.
   --how to administer an "extended learning" service.
   * Why

   * How --we're designing an overall system based on problem solution needs, rather than force things into extended learning on any particular delivery technologies

   * Feedback

2. Function of Person/Program?

3. Problems or difficulties which keep you from attending our regularly scheduled courses at one of the campuses or in your community.

4. Benefits you might realize if the problems were overcome.

5. The kinds of programs or courses which interest you.

6. The kinds of educational services you would like delivered into your home or place of business.

7. Volume ("how many people; how many times per day, etc.")?

8. Peak Periods?

9. Access/Delivery Centers? (home, library, office?)

February 4, 1981

COPY

Dori Johnson
713 W. Main
Knoxville, IA 50138

Dear Ms. Johnson:

A faculty and staff task force of the Des Moines Area Community College is studying the need in our eleven-county area for off-campus instructional services to individuals. During the next fifteen weeks the task force will be spending considerable time identifying and analyzing the needs accorded to various people in our community.

The direct result of our study will be a detailed report to Carroll Bennett, DMACC Vice-President for Instruction, which will recommend a course of action. That plan will detail the best way to deliver "extended learning" services to homes, businesses, or other off-campus locations at the convenience of the student. The course of action will emphasize several key areas:

* serving the needs of students who cannot, or do not wish to travel to a campus to join in a group educational experience.
* finding several sufficient technologies, such as courses by television, radio, and correspondence, which can deliver the college's programs to these students.
* how to administer an "extended learning" service.

To gather the information necessary to design DMACC's extended learning service, the task force will interview several dozen people from our community. Because you expressed an interest in taking courses from DMACC and were not able to arrange your situation so that you could, we've identified you as a key person who could provide valuable insight to us about the feasibility and shape of an extended learning service. We would like to interview you by telephone. The interview will address:

* problems or difficulties which keep you from attending our regularly scheduled courses at one of the campuses or in your community.
* benefits you might realize if the problems were overcome.
* the kinds of programs or courses which interest you.
* the kinds of educational services you would like delivered into your home or place of business.
* and other relative issues.

A copy of our notes of your interview will become a formal record in our report. You need have no prior familiarity or experience with any form of "extended learning" to be most valuable to us.

The interview will take approximately one-half hour. During the next several days either Betty Apland, my secretary, or I will be contacting you to arrange a date and time for the telephone interview. I cannot stress enough the importance of your information, perspectives, and opinions.

Sincerely,

M. C. Mitchell, Jr., Ph.D.
Director, Instructional Development

ss

COPY

Interview Report for Dori Johnson
February 24, 1981
7:00 P.M.

Dori is currently a keypunch operator at the Veteran's Administration Hospital in Knoxville. She indicated that she was interested in nursing, but she was unable to leave home and her job in order to enroll in a full-time program. The only course that she has taken from the college up to now was a psychology course offered in Knoxville some time ago. Very recently she was interested in taking a computer course that was offered in Knoxville, but it fell on her bowling night and was thus inconvenient for her. In addition, she felt that she was pressured to remain in her home rather than go out one or two evenings a night to take a course. Her comments about interests and problems regarding taking courses from DMACC include those expressed by several of her colleagues and friends at the Veteran's Administration. She reported that she had discussed this issue in the last several days with her fellow employees. So the remainder of the comments are not only Dori's but those of her unidentified friends.

The people at VA are very interested in taking entire training courses for credit on-site at the VA. She did report that they might be willing to travel to Ankeny occasionally for a weekend session if it was absolutely necessary. Program areas that peaked their interest included nursing, accounting, and the computer field. She did note that correspondence courses would be an appealing way to take much of this training. The major benefit, according to Dori, was that it would help her get a higher paying job. She did note that any time of year was very convenient for taking DMACC courses. There didn't seem to be any specific preference for one time of the year or another. Finally, Dori noted that she would be willing to use the local library facilities or the library facilities at the VA for taking delivery on some of the instruction.

psz

March 2, 1981

COPY

Ms. Dori Johnson
713 West Main
Knoxville, IA 50138

Dear Ms. Johnson:

Again, thank you very much for providing the information to us via our telephone interview Tuesday evening. As I mentioned at that time, your opinions and the opinions of the friends at the VA which you passed along to us are extremely important as we try to find ways to better serve the DMACC community.

I have enclosed a copy of my notes of our conversation. Would you look these notes over and call me regarding any necessary additions, deletions, or other changes which might be warranted. I can be reached by calling the college on our toll free number, 1-800-362-2127 and then asking for extension 221. If I don't hear from you in the next several weeks I will assume that the information, as I noted it, is okay. This information then will become a part of our formal record and a copy of these notes will be included in our final report to Carroll Bennett.

Once again, thank you very much for taking time from your busy schedule to give us this very important information.

Sincerely,

Maurice Mitchell, Ph.D.
Director of Instructional Development

psz

Enc.

Interview Report
for Richard Lintner's HLCA Class
February 26, 1981, 1:00 p.m.

This class is made up of people in the HLCA program for County Home Administrators. Most of the members of the class work full-time as home administrators. They have enrolled in this particular program to become certified for their positions. They come from all over the state of Iowa (many of them far beyond the borders of our merged area). The program is structured so that the only courses that require their regular attendance at a DMACC campus or attendance center are their Arts & Science courses outside of the health care courses that are required for their particular curriculum. Many of these people pick up these required non HLCA courses at other institutions in the state and then transfer them in to complete their program. The HLCA classes are of a correspondence nature. That means that they have a couple of on campus classes in Ankeny, the balance of the courses handled through independent study where the students have structured reading assignments and homework assignments which they mail into the instructors. They receive their feedback by written statements and telephone conversations.

When queried about the problems and difficulties which kept them from attending regular courses they sited much the same information that others have told us. For instance, one lady noted that their job responsibilities very much hindered their ability to take advantage the regular DMACC schedule. In other words, the time frame of our regularly scheduled courses, particularly in the core area, seem to present a problem. They also noted that the distance that they live away from any of the campuses or attendance centers poses a problem both in the cost of travel to the campus as well as the time that has to be invested in that travel. They also sited the fact that for many of them being as far as away as they were they had an additional expense of paying motel costs to stay overnight at the instructional site. Others in the class sited that the time away, both in terms of travel and overnight stays, takes considerable time away from their home and family responsibilities. When queried on the kinds of courses that they preferred to take most preferred some kind of an occasional classroom environment where they could interact with the other students in the class and converse face-to-face with the instructor. They felt that there was some beneficial socialization achieved in these occasional group meetings. Beyond that, they did very much prefer the independent study kind of course—correspondence courses which they are accustomed to, tele courses which a few of them are familiar with and such courses. They noted that they very much were interested in taking correspondence courses where a chief medium of information delivery was the use of audio cassettes. They seem to be in general agreement that they like to hear the instructor's voice. It gave them a sense of identity with the institution and with the program. Several of them acknowledged that they were pleased about correspondence or independent study courses because it taught them a number of things including: personal independence, reliance on others, and that they did not have a feeling at all that this was any form of spoon feeding (which seems to be a negative connotation). A number of them very much liked the flexibility of the independent study thing.

Some of the problems they noted about taking a program by independent study or non congregate modes where the range of courses available right now are severly limited. They hope that in the future the range of choices would broaden considerably. When asked the best time of year or the time of year which they preferred to take independent study courses the responses were basically a mixed bag. "Any time but spring, summer and winter." These particular people also noted a new feature that we haven't heard before. That is, for them working in a public agency, the time of month when classes were scheduled was important--they sited problems with month end or beginning of the month reports which seemed to occupy a large part of their time.

The capping comment on the session was made by a gentleman in the front row who listed what he felt was the chief advantage of the independent study mode when he said, "It allows us to have a career and get an education at the same time." It was noted that very much the difference between a career and a full-time job and what that meant to people.

NON-TRADITIONAL STUDENTS

1. The growth in "adult" enrollment is offsetting the decline in "youth" enrollment. (McCabe)

2. There is an increase in the requirement for continuing education. (McCabe)

3. Ex-career education students are coming back for the humanities, etc. (McCabe)

4. Students are demanding a greater diversity of programming. (McCabe)

5. There is a decline in the academic skills of our entrants while there is an increase in the expectancy for completion standards. (McCabe)

6. A gulf is growing between the illiterate and literate in the area of technology - particularly in the area of computer literacy - and will be one of the most significant social problems of the next decade. (Derringer) (Brown)

7. A major barrier to the use of IT/TV/Radio is poor broadcast times. (Dirr)

8. Need a process for assessing learning by people who, after the fact, decide they want credit for a course (i.e., telecourses they watched but didn't enroll in.) (Miller)

9. Information systems will double in the next 8 years. Therefore, students will need not just initial technological literacy, but a continual updating in technological literacy. (Koffarnus)

10. The Central Education Network is going after the business/industry market through telecommunications - including what they call post-secondary (which I gather to be ASTD type programming.) (Koffarnus)

11. NVCC/ELI is successful with the following philosophies:
    * try to avoid bringing student to any campus - or anywhere else, for that matter.
    * reaching the students on their terms. (Cavert)

12. The evidence of need is difficult to quantify. The best evidence is the experience of others. (McNeil)

13. The perspective of young learners has shifted from ours.
    ex: today's technology: shave & haircut = 2 bits Yes!
    yesterday's " : shave & haircut = 2 bits No!
    (O'Dell)

14. We need to become more involved with the other private/public entities in our communities. (Young)

15. Reaching the students on their terms is an attribute of successful EL programs. (Cavert)

Participants - Needs

CURRICULUM

1. Involve as many faculty as possible in each course development. (Herschfield)

2. Leave out some parts of each course to encourage faculty to add to/ personalize the instruction (Herschfield)

3. The use of instructional technology may permit the salvation of some programs which might otherwise "go down the tubes." (Herschfield)

4. A gulf is growing between the illiterate and literate in the area of technology- particularly in the area of computer literacy - and will be one of the most significant social problems of the next decade. (Derringer)

5. The current trends that are the best predictors of the future are:
   * distance learning
   * broadcast TV/Radio in the core curriculum
   * TV in early childhood education
   * instructional systems design as the key to development (Block)

6. Home communications technology will allow the consumer to by-pass the gatekeepers of local educational opportunity (if we don't offer it, others will - partricularly in technical education). (anon. @ T.E. conf.)

7. Community colleges will be "institutions of transformation" in 1980's. They will use new ways to serve life long education. (Watson)

8. NVCC/ELI doesn't deal with college curriculum committees (for approval) unless a course-to-be-offered isn't somewhere in the college catalog. (Cavert)

9. Curriculum for inclusion and development at NVCC/ELI are selected on the basis of anticipated student enrollment impact.

Prog./degree	A	B	C	....
gen. studies	*	*	*	*
airline Res.		*	*	*
" "	*	*	*	
" "	*		*	

include/develop this course first

(Cavert)

10. NVCC/ELI's curriculum goal for the first 5 years is to be able to offer an A.A. in General Studies completely thru ELI.

11. Courses which have a corporate rather than an individual's (faculty) image is an attribute of a successful EL program. (Cavert)

12. All instruction has a hidden agenda - - the concatenate learning which occurs through the examples and the scenarios employed (biggy). The estimate for adapting an existing course is approximately $40,000. The life span of any course in the American Open University is estimated to be about 5 years. (McNeil)

13. The biggest issue is not how to use technology. Rather, that technology is creating an environment, culture, society, and challenge which will require a radically different philosophy of education. (John Clayton/Bob Hilliard)

14. May see federal activity in the issue of equity of technological literacy. (Sykes)

15. Technology may reduce the costs in some areas so that more intense attention to human interaction and advancement may be gained elsewhere. (Friedman)

TELECOURSES

1. The key to the use of instructional technology will be the release from the constraint of time:
   Public television - none
   CATV - limited
   videotape/disk - complete
   (Norwood)

2. Go CATV (McCabe)

3. PTV-3 released their fall schedule to public broadcasters of 1/27. The public broadcasters will communicate their pass-on schedule to the LEAs on 2/26. (Brock)

4. The Annanburg grant will provide $150 million for educational television programming to post-secondary institutions. (Brock)

5. The following are the criteria for successful programming:
   * close cooperation between the LEA and the signal distributer
   * faculty support
   * administrative support
   * LEA support for national development activities (Block)

6. PTV-3 will have contingency plans if local broadcasters choose not to carry part or all of the PTV-3 programming. (Brock).

7. Of those higher education institutions employing video technology in instruction.
   * 90% use videotape
   * 75% use broadcast
   * 50% use CATV
   * 25% use satellite/ITFS
   (Dirr)

8. Only 58% of all colleges who use TV have studios. (Dirr)

9. The major barriers to the use of TV are:
   * institutional funds
   * faculty commitment
   * cost of course
   * recording rights
   * lead time on broadcast schedules (Dirr)

10. 30% of all faculty who attempt a video lesson had a college credit course in TV production. More than half had some form of formal training in TV production. (Dirr)

11. A major barrier to the development of video lessons is insufficient reward systems such as tenure, etc. (Dirr)

12. In both audio and TV, the availability of materials (time and quantity) is far more important than quality. (Dirr)

13. Iowa has one of the best coverage ratios in the nation for public TV. (graphic interpretation) (Dirr)

14. One of the major goals for public TV will be to involve more minorities and women in management and the delivery of services. (Keffler)

RADIO-AUDIO COURSES

1. A key element in the application of instructional technology is the use of "home" equipment. (McCabe)

2. UC San Diego's "Cable College" is offering radio courses over the audio portion of the cable channels (Brightly)

3. Radio courses, equivalent to telecourses, are being offered over National Public Radio (NPR) (Brightly)

4. Sub-channel FM Radio is being used for instruction of the blind. (Brightly)

5. NPR has a 1981 catalog of non-broadcast audio courses (Brightly)

6. Where distribution (mail, etc.) is not too burdensome, audiocassettes are fore-reaching TV and Radio. (Block)

7. The barriers against radio courses are essentially the same as those against TV courses. (Dirr)

8. Iowa is in the center of the biggest NPR coverage area in U.S. (Reffler)

OTHER DELIVERY TECHNOLOGIES

1. Menlo Park - People's computing in the public libraries (Derringer)

2. Videoconferencing - one-way video and 2-way audio. (NVCC)

3. In CBE (and other technology) the cost of modification is almost as great as the cost of original development (Rizza)

4. The Army Research Institute is experimenting with "surrogate travel" (interactive movies) - joystick control over random access videodisc. (Fletcher)

PROBLEMS AND NEEDS - 6 Administration

Item. Displace no faculty involuntarily. (Herschfield)

Item. Share the productivity between faculty authors, the academic division, and the service division of the institution. (Herschfield)

Item. Guarantee institutional support for regular revisions of the instructional materials. (Herschfield)

Item. Fiscal change will come from a rearrangement of priorities rather than more money. This means a reconfiguration of expenditures. (McCabe)

Item. The future of federal support may only be available to those institutions who have already made the investment in systems technology. Support will not be available to put in place but rather to take advantage of systems already in place. (Worthington)

Item. When considering delivery equipment for extended learning, follow the home market. (McCabe)

Item. Miami-Dade has gone to a much more directive student flow. They are now requiring a preassessment of all extended learning students, a flow through the developmental aspects of a student's learning requirements and success is a requirement for continuation in a curriculum progression. (McCabe)

Item. The Miami-Dade system is being translated into a microcomputer (8K) version called (CAMELOT) (McCabe)

Item. Current administrative organizations/decision mechanisms are the biggest impediment to the application of instructional technology; particularly with respect to financial support. Individual agencies should be allowed/encouraged to draw their own alliances/cooperatives arrangements. (Dolce)

Item. Try the consortium concept within the college. Higher education is providing only 12/28ths of all post-secondary education in the U.S. We must have much more cooperation between business and industry and higher education in both delivery of education/training services and resource sharing. (Koffarnus)

Item. The typical teacher is not equipped (untrained specifically in instructional design) to develop courseware. Experience has shown that to be unproductive--higher costs, more frustrating to the teacher, and poor quality materials. (Rizza)

Item. One of the failings of technology is the tendency to centralize decision making in the organization of the technology. (Friedman)

CYCLES AND VOLUMES 8 CURRICULUM

The average cost of course development for the American Open University is estimated to be approximately ~~k2~~ $420,000 per orginial course. The adaptation of an existing course is estimated to be approximately $40,000. The life span of American Open University courses is anticipated to be approximately 5 years. (McNeil).

March 27, 1981

COPY

Dr. Ned Glenn
Director, Open College
Miami-Dade Community College District
Miami, Florida 33176

Dear Dr. Glenn:

A faculty and staff task force of the Des Moines Area Community College is studying the need in our eleven county area for off campus instructional services to individuals. During the next 15 weeks the task force will spend considerable time identifying and analyzing the needs accorded various people in our community, as well as the successes of our fellow institutions.

The direct result of our study will be a detailed report to the our Vice President for Instruction which will recommend a course of action. That plan will detail the best way to deliver "extended learning" services to homes, businesses, or other off campus locations at the convenience of the student. The course of action will emphasize several key areas:

* Serving the needs of students who cannot, or do not wish to travel to a campus to join in a group educational experience.

* Finding several sufficient technologies, such as courses by television, radio, and correspondence, which can deliver the colleges programs to these students.

* How to administer an "extended learning" service.

To gather the necessary information to design DMACC's extended learning service, the task force will interview several dozen people in our community and in institutions across the nation. Because your institution has some recognized expertise in an "extended learning environment", we have identified you as a key person who could provide valuable insight to us about the feasibility and shape of an extended learning service. We would like to interview you by phone. The interview will address the attached list of topics. A copy of our notes of your interview will become a formal record in our report.

During the next several days Betty Apland, my secretary, will be contacting you to make arrangements for the interview. I cannot stress enough the importance of your information, perspectives, and opinions. I hope very much that you can take a few minutes from your busy schedule to permit us to take advantage of your expertise.

Sincerely,

Maurice Mitchell, Ph.D.
Director, Instructional Development

bjm
Attachment

COPY

Curriculum

1. Who decides the course offerings?
2. Who decides the credit/non-credit issue?
3. Who buys or licenses the courseware?
4. Who decides what curricula must be developed?

Administration

1. Who recruits/hires instructors? incentives?
2. How are instructors compensated?
3. What are the instructors' responsibilities?
4. Who schedules course offerings?
5. Who evaluates instructor performance?
6. Who receives enrollment revenues?
7. Who gets FTE credit?
8. How is FTE credit determined?
9. How is your extended learning program funded?
10. How is your extended learning program administered?
11. How is your extended learning program staffed?
12. Who acquires and disseminates student maths?
13. How do you market your extended learning program?
14. How are developers compensated?
15. What are the developers responsibilities?

Student Services

1. How do your extended learning students receive career/academic planning assistance?
2. How is registration and fee payment handled?

May 14, 1981

Dr. Ned Glenn
Director, Open College
Miami-Dade Community College District
Miami, Florida 33176

Dear Dr. Glenn:

Thank you for taking the time from your busy schedule to answer my questions during our telephone conversation on April 8. As I may have mentioned during the interview, the information you passed on has been entered in a matrix with the responses I received from the other survey community colleges. We are using this data base to aid in the design of our extended learning service. While I feel certain that our system will be unique, I'm also sure that you will be able to see some of your own approach in our architecture or philosophy. Without your input, our extended learning service would be that much less.

The material you sent on the Open College arrived several days ago and is already being gleaned for additional information.

Sincerely,

Maurice Mitchell, Ph.D.
Director, ~~Staff~~ Development

bjm

MIAMI-DADE COMMUNITY COLLEGE
OPEN COLLEGE ■ 11011 S.W. 104th STREET ■ MIAMI, FLORIDA 33176

DIRECTOR OF OPEN COLLEGE
(305) 596-1333

April 9, 1981

Dr. Maurice Mitchell
Director, Instructional Development
Des Moines Area Community College
2006 S. Ankeny Boulevard
Ankeny, Iowa 50021

Dear Dr. Mitchell:

Please find enclosed some of the material that you requested, plus some additional information that may be of interest.

Feel free to call on me with any additional questions that you may have.

Sincerely,

Ned Glenn
Director, Open College

bl
Encl.

An Equal Access/Equal Opportunity Community College

A Maricopa Community College

Río Salado

102 N. 40th Street Phoenix, Arizona 85034 (602) 275-7881 Myrna Harrison, President

May 4, 1981

Dr. Maurice Mitchell
Director of Instructional Development
Des Moines Area Community College
2006 S. Ankeny Blvd.
Ankeny, Iowa 50021

Dear Dr. Mitchell:

Enclosed are the materials which I promised to send you during our telephone conversation of May 1st. I sincerely hope that the materials will be of benefit to you. As I mentioned over the phone, if I can answer any additional questions for you once you have read the material, please do not hesitate to ask.

I was delighted that I could be of assistance to you in determining how best you can administer an "extended learning service." I think it is admirable that you are doing this research in advance so that you do not make the same mistakes that so many of us have made.

If I can be of any additional assistance to you, please feel free to let me know.

Sincerely,

Jan Baltzer

Jan Baltzer, Director
Instructional Technology and Design

CC4/01

INSTITUTIONAL INTERVIEWS

Name, position, address and phone number of each of the institutional contacts.

Miami-Dade Community College District: Dr. Ned Glenn, Director, Open College
Miami-Dade Community College District, Miami, Florida 33176
Phone: (305) 596-1333

Bunker Hill Community College: Mr. R. Brent Bonah, Coordinator of Television Instruction, State Coordinator for Community College ~~of the Air~~, Bunker Hill Community College, Rutherford Avenue, Charlestown, Massachusetts 02129
Phone: (617) 241-8600

Dallas County Community College: Dr. Nancy Miller, Director of Implementation
Dallas ITV Center, Dallas County Community College District, 701 Elm Street, Dallas, Texas 75202
Phone: (214) 746-4481

Maricopa Community College District: Dr. Jan Baltzer, Coordinator, Telecourse Operations Rio Salado Community College, 102 North 40th Street, Phoenix, Arizona 85034
Phone: (602) 244-8355

CURRICULUM

1. Who decides the course offerings?

Miami-Dade

The decision is jointly made between the administration and the faculty of the Open College. However, there is a leaning toward the recommendations of a faculty committee.

Bunker Hill

The coordinator recommends the course offerings to the dean of instruction. He uses the recommendations of a statewide (consortium) task force in making the recommendations.

Dallas County

A committee of all of the vice presidents for instruction make the decisions on course offerings. It is interesting to note that the Dallas people were emphatic in stating that faculty should not be involved in this decision process.

Maricopa

The director, acting with the advice of an advisory preview team consisting of an instructional designer, media specialist, and the college dean, make a recommendation to an instructional council regarding the value of a course in the curriculum. Beyond the decision to offer a course, the delivery method is the prerogative of the college in question. At Maricopa, the district is divided into a number of independent colleges all offering the same curriculum. The Rio Salado College is the alternative delivery college which has its own prerogatives and delivery methodology.

2. Who decides the credit/noncredit issue?

Miami-Dade

All Open College courses at Miami-Dade are for credit.

Bunker Hill

A faculty committee decides the credit issue.

Dallas County

Dallas County offers only credit courses in their distance learning.

Maricopa

An instructional council makes the determination of the credit/noncredit issue.

3. Who decides what curriculum must be developed?

Miami-Dade

The process and philosophy is the same as it was for decision on course offerings.

Bunker Hill

There is no development at Bunker Hill Community College. They use only existing courseware.

Dallas County

The decision about which curriculum must be developed is made by the council of vice presidents of instruction from each of the Dallas Colleges.

Maricopa

The director makes all decisions about what curriculum will be developed.

ADMINISTRATION

1. Who recruits/hires instructors? Incentives?

Miami-Dade

The director of the open college recruits and hires all faculty. 99% of all of the faculty who work in the open college are mainstream, or full-time, faculty from other portions of Miami-Dade Community College. The balance are part-time instructors.

Bunker Hill

The coordinator hires and recruits all instructors.

Dallas County

The first time an extended learning course is offered by Dallas County there is a faculty advisory committee instituted to assist in the implementation. One member of this faculty advisory committee who is involved in the choice and implementation strategy is also named to be the faculty member of record. After the initial use of the course, the division or program chairperson of the academic division or program recruits and hires the instructors. Dr. Miller indicated that there were no problems in recruiting and hiring instructors because it was a "buyer's market".

Maricopa

The director recruits and hires all instructors. All instructors in Rio Salado College are part-timers. She acquires them from various sources. About 50% of them are volunteers from the full-time faculties of the other Maricopa Colleges and the balance are recruited from other sources such as other colleges and universities and educational agencies in the area.

2. How are instructors compensated?

Miami-Dade

Most instructors are compensated on an overload or release time basis for which Miami-Dade Open College has an established formula which is well detailed in their administrative procedures (which we have on file).

Bunker Hill

The compensation for instructors at Bunker Hill is the same as for the regular instructors. However, there is a higher limit of students in the class sections.

Dallas County

All instructors are compensated on an overload basis.

Maricopa

Maricopa uses a formula for computing compensation which is documented in their Rio Salado procedures (which we have on file).

3. What are the instructors' responsibilities?

Miami-Dade

The instructor is "the instructor of record". He/she is responsible for all student interaction. He/she is expected to spend 3 hours per week in office hours (1 hour in each of three time segments: morning, afternoon, and evening). The instructor is responsible for the evaluation of some examinations and is responsible for updating the test banks which are used in the RSVP system. The instructor is also responsbile for all on-campus sessions.

Bunker Hill

The faculty member is responsible for conducting orientation sessions and acting as facilitator for all student work. The instructor is expected to conduct a weekly seminar which students may attend at their option. They are responsible for all communications and mailing and for proctoring or obtaining proctoring for all evaluation and examinations. The instructor is also responsible for maintaining a telephone service during established office hours.

Dallas County

The instructor is the "instructor of record" for the course. The instructor is responsible for providing orientation for all students, for grading student work and providing feedback. The instructor is also responsbile for all on-campus sessions and is to be the primary contact between the college and the student.

Maricopa

The instructor is responsbile for attending an orientation session with the director in which the faculty handbook and the faculty member's role in the extended learning experience is discussed. The instructor is responsible for preparing all course materials which are to be sent to the student. These include an orientation letter, pertinent copy for three newsletters which go to all Rio Salado students each registration period, proctoring the mid-term and final examinations and for providng the grading algorithm for their computerized grading and record keeping system. The instructors are also responsible for grading all assignments and keeping office hours (a minimum of 2 hours a week) and a log of all telephone calls.

4. Who schedules course offerings?

Miami-Dade

The director schedules all of the seminars and non-broadcast offerings. The various broadcasting companies schedule the broadcast courses.

Bunker Hill

Bunker Hill uses a rolling registration of once-a-month for any of the courses in their curriculum. However, some of the scheduling is duel decision making where the coordinator and the television broadcaster (WGBH) negotiate the beginning of telecourses. Mr. Bonah noted that, contrary to the experience of others, they have had their greatest success in scheduling course offerings in the mornings of weekends.

Dallas County

The vice-presidents commission schedules the various offerings.

Maricopa

The director makes the decisions about the scheduling of course offerings.

5. Who evaluates instructors' performance?

Miami-Dade

The evaluation of instructors is a combination activity based on student evaluations, professional evaluations by the Open College staff, and the director of the Open College.

Bunker Hill

There is a formal evaluation procedure. One of the most important attributes being evaluated is the organizational ability of the instructor.

Dallas County

The director of implementation and production evaluates the staff. Full-time faculty are not evaluated while part-time instructors are also evaluated by the program supervisor. Dr. Miller noted that this was a very serious problem area for the Dallas County operation.

Maricopa

The director is the final evaluation authority at Maricopa. She bases her evaluations on student evaluations of the course and faculty member; faculty evaluations of the course and the center staff, examination evaluation of the course and faculty member, and a grade analysis. There is also a center staff evaluation of the faculty.

6. Who receives enrollment revenues?

Miami-Dade

The various campuses receive the enrollment revenues through the Open College.

Bunker Hill

The coordinator receives all of the revenues.

Dallas County

The tuition for enrollment goes to the various campuses of the student's choice while 70% of the income is then returned to the director of implementation and planning.

Maricopa

All revenues go to Rio Salado College.

7. Who gets FTE credit?

Miami-Dade

The student elects one Miami-Dade campus as his/her home campus which then gets the FTE credit for that student's registrations.

Bunker Hill

That is not applicable since there is no state reimbursement based on FTE or enrollment.

Dallas County

The campus through which the student registered for the course gets the FTE credit.

Maricopa

Rio Salado College gets the FTE credit.

8. How is FTE credit determined?

Miami-Dade

The faculty review each course used in open learning for a match with a regular course. If the course is not in their curriculum, the determination is made by "running the gauntlet". In other words, the course goes all the way through the curriculum review structure of the institution.

Bunker Hill

There is no FTE credit awarded.

Dallas County

Each course goes through the basic approval process for all curriculum and instruction. A faculty committee certifies that the course is equivalent to some existing course.

Maricopa

There is a formula used for computing the FTE credit value.

9. How is your Extended Learning Program funded?

Miami-Dade

Miami-Dade uses an enrollment projection system for allocating their budget. In other words, the budgeting is based on competition with the other campuses and this seems to work for them.

Bunker Hill

Bunker Hill funds on a basis of a review of past enrollment as a means of projecting future enrollment. They also fund some of their programs through external grants. Their program is self-supporting. However, Dean Bonah did confide that occasionally he has to "steal from another budget".

Dallas County

Dallas County uses a review of past enrollment as well as the provision for broadcast fees for all broadcast courses. These broadcast fees are provided on the basis of what courses will be carried in any one fiscal year.

Maricopa

The state reimburses on the basis of property tax plus fees. This is all on the basis of reimbursement for enrollment. Their funding is the same as for any other part of the Maricopa district.

10. How is your Extending Learning Program administered?

Miami-Dade

The Open College at Miami-Dade is essentially a district operation headed by a director and his staff.

Bunker Hill

The Bunker Hill situation is just a little more complex. There is a duel role involved here. The person who heads the program at Bunker Hill also holds three hats. He is the dean of continuing education, one of three deans reporting to the president. The other two deans are the dean of administration and the dean of faculty. Their responsibilities are somewhat vague to me. However, it seems that the dean of continuing ed is responsible for all of the non-traditional instruction. This dean also is the director of telecourse operations or alternative instructional forms (extended learning). Also, he is the head of the consortium of community colleges in Massachusetts for all telecourse operations.

Dallas County

Open learning operates from each campus in the Dallas County Community College District. They do receive some support from the district offices. However, the operations are primarily under the administration of each independent campus.

Maricopa

As has been mentioned previously, Rio Salado Community College is the alternative form college for the Maricopa District. Their entire operation is that of a separate independent college in the community college district and is devoted entirely to alternative delivery forms.

11. How is your Extending Learning Program staffed?

Miami-Dade

The Open College is headed by a director. This director has five full-time course coordinators assigned to him. These course coordinators are discipline oriented. They are trained instructional designers with a particular curriculum specialty. In addition, there are three full-time coders for RSVP (this is a computer grading and response system) input and mailing. In addition, there are six clerical people who handle all of the other central office activities of non-RSVP mailings, registration work, and matters of this sort.

Bunker Hill

Underneath the coordinator there are two and one-half assistant coordinators; one of these assistant coordinators handles all district-wide operations while the second assistant coordinator handles all campus operations. A half-time assistant coordinator handles registration issues. In addition, there are four secretarial clerical types who handle all mailings and correspondence.

Dallas County

The instructors in the Dallas County operation are supported in the regular office by some student-assistant clerical types who assist with mailing correspondence and record keeping. In addition, Dallas County provides a test center to handle all testing related to the courses. This relieves the instructors of proctoring and scoring of tests.

Maricopa

Maricopa has four clerks who handle logging mail and mailing of their APPLE work. The APPLE system is much like the Miami-Dade RSVP system although not totally compatible. The Maricopa people feel that this kind of an operation is extremely important from a consistency from course-to-course standpoint. Also, it should be noted that each of the institutions interviewed mentioned that they do maintain a hotline phone service around the clock. In each case, it's hooked to a recorder during non-operational hours.

12. Who acquires and disseminates student materials?

Miami-Dade

The bookstore disseminates all locally developed materials such as additional handouts and so on free of charge. Textbooks are purchased through the bookstore. The student has the option of either acquiring the materials at the bookstore or there is a mail-out plan.

Bunker Hill

The student may purchase all the materials through the bookstore on-site. In an unusual circumstance, the clerical staff will mail the materials out to the student.

Dallas County

The student may purhcase the materials through the bookstore. Instructor prepared materials are provided free and are mailed to the student by the instructor.

Maricopa

Maricopa operates a mail order service or the student may purchase the materials directly from the bookstore.

13. How do you market your Extended Learning Program?

Miami-Dade

Miami-Dade uses a great deal of mass mailings, public service announcements on radio and TV, news advertisements, and make it a point to become invited to talk shows where they can talk up and discuss the programs on the radio and television. The Miami-Dade contact suggested that their experience shows that there is no pay-off to paid radio and television commercials.

Bunker Hill

Bunker Hill uses newspaper ads. They use paid radio advertising plus public service announcements on the public broadcasting system. They send out their catalog brochures and do a lot of informal marketing.

Dallas County

All marketing is handled from the central district office. It includes mass mailings, newspaper, and radio ads. They put ads in the TV Guide and in the weekly papers. They distribute handbills and pamphlets.

Maricopa

The class schedule is distributed in the same manner as our Tabloid. They place a lot of posters and stands around local shopping centers and stores. They send out flyers and brochures on defined mailing lists, and they run radio and television commercials and plenty of public service announcements.

14. How are developers compensated?

Miami-Dade

Miami-Dade uses release time or some kind of compensation formula for the production of new courses. The compensation is negotiated individually based on the need and qualifications of the developer. All developers receive a 50% of the royalties accrued from the development.

Bunker Hill

Bunker Hill doesn't have any development.

Dallas County

Their developers receive a full release time for one-year-plus (many of their development activities take more than one year). For a purchased course at Dallas while it is undergoing review prior to its first usage, the subject matter specialist is considered a developer and receives a one-fifth release time.

Maricopa

The full-time people that work on developing new courses at Maricopa work on an overload or release time basis. For the overload pay, the dollar amount is negotiable, and all part-time developers work on a negotiable contracted services agreement.

15. What are developers' responsibilities?

Miami-Dade

The subject matter expert is responsible for the content narrative of the study guide and for all information that is used by the RSVP system.

Bunker Hill

Bunker Hill does no development.

Dallas County

The subject matter expert at Dallas County has the same responsibilities as at Miami-Dade.

Maricopa

The subject matter expert at Maricopa has the same responsibilities as elsewhere. However, they break their contract down into three time periods so that they can change content experts during the course of production if a particular person isn't working out. The subject matter expert at Maricopa is one of a team of four people that work on the development. The other three members of the team are an instructional designer, media specialist and the director of the alternative learning services. The contract is broken up into an initial design phase, a production phase, and an implementation phase.

STUDENT SERVICES

1. How do your students receive career/academic planning assistance?

Miami-Dade

Miami-Dade handles student services through a paraprofessional liaison who coordinates with the regular student services.

Bunker Hill

The students are notified where to obtain student services and career and academic planning during the orientation part of each course.

Dallas County

The counselors go to the orientation sessions for each course. In addition, they provide their regular on-campus service, plus articles in the student newspapers. Students may acquire career and academic planning through the hotline service.

Maricopa

The counseling staff operates a mobile classroom which goes from location to location in the Maricopa district. Students may also obtain their services by phone. In addition, the counseling staff also uses a portable GSI counseling service (that's a computerized counseling service that they take around to the local shopping centers).

2. How is registration and prepayment handled?

Miami-Dade

The same paraprofessional that handles student services also acts as a coordinator between receipt of student registration and fee information and the on-campus registrar and business office.

Bunker Hill

This is handled by the assistant coordinators who act as liaison with the registrar and the business office.

Dallas County

The students may either come on campus to handle registration and prepayment or they can handle it in the mailing process.

Maricopa

Maricopa operates either a mail-in, walk-in, or phone-in registration and fee payment procedure.

January 9, 1981

Dr. Hyman Field, Director
Extended Learning Institute
Northern Virginia Community College
8000 Forbes Place
Springfield, VA 22151

COPY

Dear Dr. Field:

Last October Carroll Bennett, our Vice President for Instruction, had the opportunity to visit with you regarding your Extended Learning Institute. Upon his return he sang high praises about the organization and approach of ELI in meeting the needs for extended learning in your community.

As I'm sure Carroll relayed to you during his visit, he has directed that DMACC assess the manner in which we should move to meet similar needs in our community. To that end, a task force of our faculty and administrators will begin in about two weeks an extensive effort to design our own extended learning agency. During the course of the project we expect to draw on the expectations, desires, ideas, and expertise of a large number of individuals and organizations in our community and others.

I will be attending the National Conference on Technology and Education, January 26-28, 1981, in Washington, as one of the information gathering activities of our extended learning project. I hope that while I'm in your area I might visit your operation to build on the knowledge we've already gained through Carroll's visit. I would like to visit briefly with you and members of your staff who could brief me on the organizational and operational aspects of ELI. Tuesday afternoon, January 27, seems to be the best opportunity for me to get away from the conference so that I can devote an hour or so at NVCC/ELI.

I very much look forward to visiting ELI. I hope you and your staff can find the time in your busy schedules to spend some time passing on what makes ELI tick. I will contact your office on Wednesday, January 21, to confirm arrangements for my visit.

Sincerely,

Maurice Mitchell, Ph.D.
Director, Instructional Development
Co-Chair, Extended Learning Project

dja

cc: Carroll Bennett

February 3, 1981

Dr. Ed Cavert
Extended Learning Institute
Northern Virginia Comm. College
8333 Little River Turnpike
Annandale, Virginia 22003

COPY

Dear Ed:

Thanks for taking the time last Tuesday afternoon to brief me on the organization and operations of the Extended Learning Institute. Your information and insight will be a great help to us as we put together our own Extended Learning Agency.

I particularly appreciated your comments on the process of determining suitable courses as well as the developmental procedures you folks use. The materials you sent along with me will provide excellent references and examples as we put our own agency together.

Once again, thanks for taking time from your very busy schedule to help a beginner. Also, pass my regards to Hyman and thank him for his help in arranging this visit.

Sincerely,

Maurice Mitchell, Ph.D.
Director of Instructional
Development

djs

cc: Hyman Field, Director
Extended Learning Institute

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